

**THE APPLICATION OF A ROLE-PLAY TECHNIQUE TO IMPROVE
THE SPEAKING ABILITY OF CLASS VIII A STUDENTS OF SMP
NEGERI 1 PAKEM IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

Presented as a Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education of
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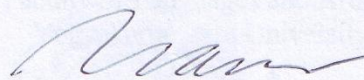
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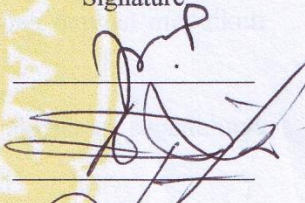
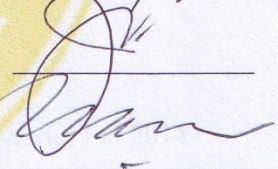
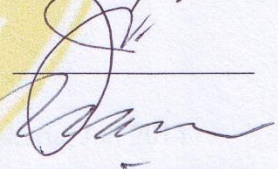
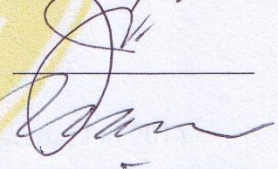
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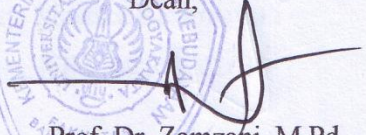
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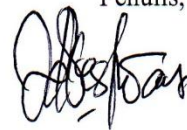
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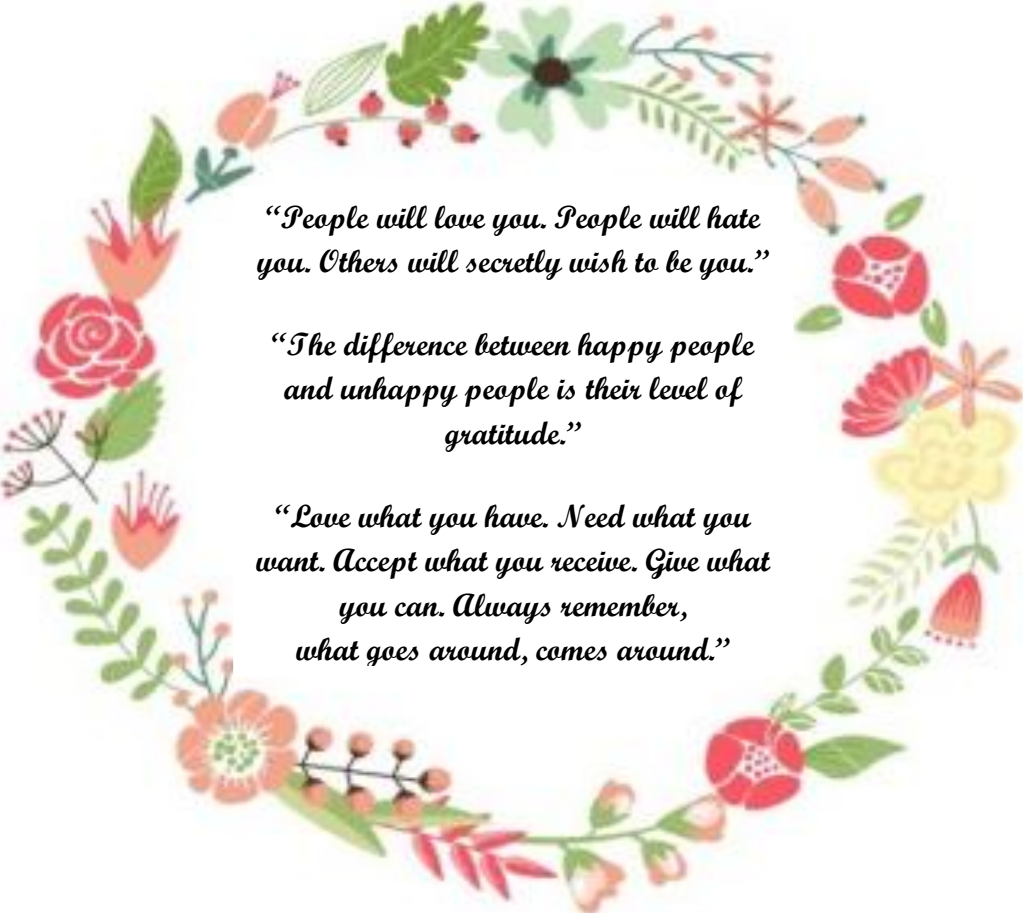
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DEDICATION

This thesis is dedicated to my father, Bapak R. Akur Rohmadi, my mother, Ibu Sri Musrifah and my little sister who never stops admiring me and always becomes my fan, Ajeng Kurniasri Pritadewi. I also dedicate this thesis to my beloved country, Republic of Indonesia.

MOTTOS



“People will love you. People will hate you. Others will secretly wish to be you.”

“The difference between happy people and unhappy people is their level of gratitude.”

“Love what you have. Need what you want. Accept what you receive. Give what you can. Always remember, what goes around, comes around.”

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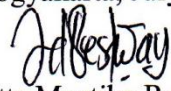

Ditta Mustika Rakhmawati

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ABSTRACT

This research study aims to improve the students' speaking ability through the application of a role-play technique in the teaching and learning process.

This was an action research study which was conducted in two cycles starting from April – May 2014. A total of 24 students of Class VIII A at SMPN 1 Pakem participated in this study. The research steps were reconnaissance, planning, action and observation, and reflection. The data were collected both qualitatively through observations and interviews and quantitatively through tests. The instruments for collecting the data were field notes, interview guidelines, speaking scoring rubric, and documentations. The data from the field notes and interview transcripts were analyzed qualitatively to build interpretations of the data, while the result of the students' speaking performances during the research study were analyzed quantitatively by using a speaking scoring rubric to obtain the mean, median, mode and standard deviation. A t-test of the students' scores was also conducted by using IBM SPSS Statistics 20 software to investigate the improvement. The data were reliable indicated by Pearson's correlation coefficients (r) which 0.739 (in the pre-test) and 0.819 (in the post-test).

The results showed that there was a significant improvement of the students who performed speaking using the role-play technique. The role-play which was applied in the lesson could improve the students' vocabulary mastery, pronunciation, accuracy and fluency. Furthermore, the application of a role-play technique created a more interesting atmosphere during the lesson and increased the students' self-confidence in speaking English. The students were also happy during the lesson. The mean score of the students' performances in the post-test was 25.17. It was higher than that in the pre-test which was 16.25. These achievements proved that the application of a role-play technique could improve the students' speaking ability significantly.

Keywords: role-play technique, speaking ability, teaching technique

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching and learning English covers four skills namely: speaking, listening, reading, and writing. Speaking can be considered as the most essential skill for communication among the other skills because people need to communicate to each other by using this skill. Generally, speaking can be considered as a productive skill rather than a receptive skill. It is because speakers need to produce some spoken texts as the output. In English speaking classes, students should be able to produce communicative competence as the output of this skill.

Based on the school-based curriculum or *Kurikulum Tingkat Satuan Pendidikan*, the speaking skill is one of the language skills that should be mastered by junior high school students. The implementation of the English teaching and learning process is based on the standards of contents that contain some teaching goals and objectives. Therefore, students are expected to be able to reach the goals and objectives through some activities in the teaching and learning process.

Learning speaking is still in less proportion because in examinations, the focuses are mostly on the two skills: the reading skill and writing skill. Furthermore, the learning process is dominated by those two skills whereas students deal more with communication activity in their lives. Therefore, they do

not have enough opportunity to practice their speaking well. The less proportion of learning speaking makes students consider the speaking skill as the most difficult and challenging skill to learn.

There are some reasons why speaking becomes the most difficult skill to learn. Basically, spoken communication is needed by students to interact with the surroundings, so the speaking skill will be an important skill that should be mastered. Speaking is considered as a productive skill which means that students should produce a certain output in speaking but not all of them dare to speak English. Self-confidence is needed to be a good speaker.

Secondly, speaking is considered as a difficult skill because there are some aspects that should be taken into account in learning speaking such as: fluency, accuracy, pronunciation and vocabulary (Brown: 2001). English language learners find it difficult because they should also pay attention to the grammatical form and its meaning as well. Furthermore, a good speaker should be able to speak meaningfully and correctly.

Speaking is also difficult since there are certain expressions that should be applied in different situations. A certain expression can only be used for certain function, so speakers should consider which expression will be suitable and acceptable.

The students of Class VIII A of SMP N 1 Pakem also faced the same problems by which they considered speaking as an important yet difficult skill to learn. When they were going to show their performance in the speaking class, for example, whether it was pair work or group work, they usually got confused in

determining the idea and still did not know how to start their performances. The students were still shy to speak up so they needed a friendlier atmosphere to make them dare to speak English. The students' low vocabulary mastery also created another difficulty in speaking English. They found it difficult to say something in English due to the limited vocabulary mastery. The lack of vocabulary mastery also influenced their pronunciation because they were not familiar with some words and sometimes it made them mispronounce the words.

Based on the problems, the researcher wanted to find an effective solution to overcome the problems by applying a role-play as a technique in the teaching and learning of speaking to improve the speaking ability of the students of Class VIII A of SMP N 1 Pakem.

B. Identification of the Problem

Based on the observations done by the researcher, there were some problems related to the teaching and learning process of speaking. The problems came from the students' self-confidence, accuracy, fluency, vocabulary, pronunciation, and the teaching and learning technique. The first problem was related to the students' self-confidence. In the speaking activity, their tasks were mainly about reading aloud the conversation written in the worksheet. They did not have adequate opportunities to speak in English. When they were asked to have a performance, they were still shy and they also unwillingly do the activity because they were afraid to make mistakes.

The next problems were related to the accuracy and fluency. Accuracy in speaking dealt with the use of grammatical structure; on the other hands, fluency

dealt with the ability to speak fluently and to place right pausing. Speaking dealt with those two aspects but in fact, the students sometimes ignored them and did not pay attention to the grammatical structures even though they spoke meaningfully.

The next problems were the students' limited vocabulary mastery and also poor pronunciation. Because English was not their native language, their input of English vocabulary was very limited so the students found it difficult to express their ideas to speak. They also found it difficult to pronounce some words because they had limited vocabulary mastery. So, they were confused to pronounce some new words in English.

The last but not least was the problem coming from the teaching and learning process. Speaking was considered as the activity in which the students were asked to speak up. However, the activity done in the classroom was only performing conversations based on the textbook. The students were asked to practice speaking by reading aloud some dialogues in the textbook. This activity did not encourage their creativity so it will be necessary to make some activities that can stimulate their creativity. Thus, applying a role-play as a technique in the speaking class will be very useful.

Based on the problems above, it was important to find out solution that can be applied in the teaching and learning process of speaking to improve the speaking ability of Class VIII A students in SMP N 1 Pakem.

C. Limitation of the Problem

From the problems described above, the teacher and the researcher decided to delimit this study to the problem of the teaching and learning technique and to focus on improving the students' speaking ability with the use of a role-play technique. The teacher and the researcher delimited the problems because it will be hard to overcome and find all the solution to those problems in a limited time.

The researcher tried to overcome the problem related to the teaching and learning technique by applying role-play as a technique in improving the students' speaking ability. By using it, the researcher expected that the students' speaking ability could be improved and they could increase their self-confidence through having enough opportunity to practice speaking.

D. Formulation of the Problem

The researcher formulated the problem in this study as follows: "How can the use of a role-play technique improve the speaking ability of Class VIII A students of SMP Negeri 1 Pakem?"

E. Objective of the Study

The objective of this research study is to find out how the use of a role-play technique can improve students' speaking ability. This technique provides wider opportunity for the students to practice speaking through acting as some roles. It is expected to make them more confident to speak in English.

F. Significance of the Study

The result of this study is expected to give some practical and theoretical significance for the following parties.

a. Practical Significances

- For the English teachers of SMP N 1 Pakem, it can be used to help the teachers to develop activities to improve students' speaking ability through the role-play technique.
- For Class VIII A students of SMP N 1 Pakem, it is a beneficial effort to improve their speaking ability.

b. Theoretical Significance

Theoretically, this study provides beneficial and referential contributions in giving general knowledge of the way to improve the students' speaking ability through the application of the role-play technique.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Nature of Speaking

a. The Definitions of Speaking

Speaking is one of the language skills which is categorized as a productive skill. According to Cameron (2001:40), speaking can be defined as an active use of language to express meaning so that other people can understand. Speaking occurs when a speaker uses a language actively to express and deliver meaning in order to interact with the listener.

Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Another expert, Thornbury (2005) considers speaking or oral communication as an activity which includes two or more people in which listeners and speakers have to react to what they hear. Each participant has a purpose or an intention that he or she wants to achieve in the reaction.

From the definitions stated by some experts above, it can be concluded that speaking can be used by the users called speakers to express ideas, deliver information, and convey meaning to the listeners. Speakers can use language actively to interact with the listeners.

b. The Importance of Speaking

The speaking skill is one of the English skills that has an important role in communication. Therefore, having a good speaking ability will be very beneficial for everyone. Richards (2008:21-28) suggests three functions of speaking. They are as interaction or “interpersonal” function, as transaction, and as performance. Speaking as interaction or “interpersonal” is in the form of conversation in which the function is to establish and maintain social relation. Speaking as transaction focuses more on the message than on the accuracy. The last, as performance, speaking is performed in the form of monologue rather than dialogue such as in speech, story-telling, etc.

To be a well-rounded communicator, people have to be proficient in all language skills. Nevertheless, their ability to speak skillfully will give them several distinct advantages. According to Harmer (2001: 271), there are some benefits for speakers who have good speaking ability. Firstly, a good speaker cannot only comprehend the language itself but also can convey the meanings that are intended so it makes the speakers have the ability to sequence and to assemble the idea of what they want to talk about.

Secondly, speakers can interact with other participants by understanding others’ feelings and also knowing how to take turns or allow others to do so. The last, speakers are able to process the information they want to share to others and give the response towards the information. By having a good speaking skill, students can communicate each other and it becomes an important skill for their daily life since it has an important role for them as well.

To sum up, there are some benefits of being a good speaker that has ability of sequencing and assembling the idea, understanding other speakers' feeling and also being able to process any information through communication. Speaking is an essential skill to be possessed, considering its benefits it gives to the speaker.

c. Aspects of the Speaking Skill

There are four aspects of the speaking skill, such as fluency, accuracy, pronunciation, and vocabulary as stated by Brown (2001:268-269). The first is fluency. Students are considered fluent speakers if they are able to use the language quickly and confidently with few hesitations or unnatural pauses, false starts, word searches, etc. (Nunan, 2003:55). A speaker has to know where he or she has to pause or stop his or her speaking. It can be said that a good speaker should be able to produce words into groups of words that form a meaningful unit: phrases or clauses.

The second is accuracy. Accuracy deals with grammatical structures. Nunan (2003:55) states that students' speech matches what people say when they use the target language. Accuracy can be learnt by considering the grammatical structures, parts of speech, tenses, phrases, sentences, etc.

The next aspect is pronunciation. Pronunciation aims at clear and comprehensible pronunciation produced by a good speaker. Students who have a good pronunciation can make listeners easily understand and comprehend what they say in the target language. For the advanced level, it covers the stress pattern, intonation, voice quality, etc. (Brown, 2001:284-285).

The last aspect is vocabulary mastery. Vocabulary mastery determines whether the speaker can speak fluently and accurately or not because the students who have limited vocabulary mastery will find some difficulties when they want to speak.

To be proficient speakers, people must be able to apply these four aspects in their talks. In this research, these aspects were also emphasized in the teaching and learning process. The researcher used role play as a technique to improve all aspects of speaking such as: fluency, accuracy, vocabulary, and pronunciation.

d. Micro- and Macroskills of Speaking

Teaching speaking cannot be done by giving the whole parts of the language because students are expected to carry out some particular elements of language form. According to Brown (2004: 142-143), there are micro- and macroskills of speaking that have different focuses.

Microskills of speaking refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. Microskills of speaking focus on some elements: producing English stress patterns in which the speaker should be able to consider the words in stresses and unstressed position; producing speech in natural constituents such as appropriate phrases and pauses; and also using appropriate grammatical word classes, systems, word order, patterns, rules, and elliptical forms.

Macroskills of speaking imply speakers' focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and

strategic options. Therefore speakers can accomplish communication functions according to situations, participants, and goals appropriately.

Another expert, Richards (2008: 23-28) proposes 3 purposes of using talk such as: to open and close conversation, to choose topics, and to make small talk, to describe something, to ask questions, to make suggestions, to clarify understanding and to make comparison, and the last is to use correct pronunciation, grammar, and vocabulary.

2. Teaching Speaking

a. Teaching English in Junior High Schools

Today's goal of teaching speaking is to make students improve and use language communicatively to follow the social and cultural rules in each communication circumstance. That is why speaking can be considered as an importance skill that should be mastered by the learners.

Nunan (2003:49) states that the function of English teachers in teaching speaking still centered as a repetition of drills or memorization of dialogue though teachers can do more than that to achieve the goal of teaching speaking. Teaching speaking is covered in School Based Curriculum that is arranged, developed, and implemented by each school (BSNP, 2006:5). The School Based Curriculum contains standard competence and basic competency standard as presented below.

Table 1: The Standard of Competence and the Basic Competence of Speaking in Junior High Schools in Semester 2.

Standard of Competence	Basic Competence
Speaking 9. Expressing meaning in short and simple transactional and interpersonal spoken texts to interact with the nearest surroundings	9.1. Expressing meaning of transactional (to get things done) and interpersonal (socializing) spoken texts using spoken language accurately, fluently, and acceptable to interact with the nearest surroundings involving some speech acts: asking for and giving service, asking for and giving things, asking for, giving and refusing information, asking for, giving and refusing opinions and offering/giving/refusing something.

From the table above, it can be seen that students are expected to be able to deal with transactional and interpersonal spoken texts which have some functions, such as asking for, giving and refusing information; asking for and giving service; etc. Students have to be able to use some expressions and express their ideas to communicate in particular context and use it in their daily life. They need to have a good speaking skill because they will practice in some role play.

Brown (2001:270) states that there are two types of spoken language in teaching speaking comprehension: monologues and dialogues, which will be the focus on this research, involving interpersonal and transactional dialogues. Dialogues involve two or more speakers and can be subdivided into the exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey the factual information (transactional).

In conclusion, the researcher followed the Standard of Competence and the Basic Competence of speaking in junior high school at the eight grade semester 2 and also used dialogue as the type of spoken language in which the students

should be able to communicate. It was expected that the students will be able to use some expressions and share their ideas in particular context in their daily life.

b. Principles of Designing Speaking Teaching Techniques

To reach the goal of teaching speaking, it is important to design teaching techniques which can support the speaking learning processes. In designing these, there are some principles proposed by Brown (2001:275) as follows:

Firstly, teachers should use techniques that cover the spectrum of learner needs and the techniques are designed to help students perceive and use the language well. Teachers also do drilling activities that should be done as meaningful as possible. The next, the techniques should provide intrinsically motivating techniques because sometimes, students do not know why teachers ask them to do certain things, teachers should motivate them to understand why the tasks are given. The third, the techniques should encourage the use of authentic language in meaningful context to make students have meaningful interaction while doing the tasks. After doing the tasks, teachers should also provide appropriate feedback and correction because in most EFL situations, students are totally dependent on the teachers' feedback.

In teaching speaking, the teachers do not only focus on the speaking skill itself but they also need to integrate it with listening skill since these two skills can reinforce each other. That is why teachers should also create tasks that provide opportunities to initiate oral communication by integrating these skills. It hopefully encourages the development of speaking strategies that makes students speak more naturally.

Additionally, Harmer (2001) proposes some principles of teaching speaking. It helps students overcome their reluctance to speak by encouraging, providing opportunity, and by starting from something simple. It also asks students to talk about what they want to talk about and what they are able to talk about. Then it provides appropriate feedback.

The principles above imply that in designing speaking techniques, it has to be based on students' needs. Furthermore, teachers should use techniques that motivate students to use the language in meaningful contexts. Teachers also need to give feedback and corrections to assess students' performances.

c. The Teaching Method

In the teaching and learning process, a teacher should have a teaching method that will be used in the classroom. Harmer (2001:78) states that a method is the practical realization of an approach. It consists of types of activities, roles of teacher and learners, and the useful materials, and includes various procedures and techniques that will be applied the teaching and learning process. The teaching method that will be used in this research is Presentation, Practice, and Production (PPP).

Richards (2006:8) states that PPP or a three phase sequence begins with an introductory phase in which new teaching points are presented and focused on comprehension and recognition. This is followed by a second phase in which students practice using the new teaching point in a controlled context using content often provided by a teacher. The third phase is a free practice period

during which students try out the teaching point in a free context and in which real or simulated communication is the focus.

Harmer (2001:80-82) also states that in PPP, teachers introduce a situation which contextualizes the language to be taught, then, it is presented and teachers ask students to practice the language by some repetitions and drilling. Therefore, at the end of the lesson, students can produce and use the new language or communicate by their own. This method is divided into three procedures:

- a) Presentation: teachers show pictures of some situational contexts that will be discussed in the lesson while asking some question related to the topic being discussed. Teachers also model the sentence and demonstrate some words related to the topic.
- b) Practice: teachers ask students to do repetitions and after that, teachers may ask students to repeat individually and correct any mistakes they hear. Teachers give some practices to check their understanding.
- c) Production: at the end of the point of PPP, students are asked to use the new language and communicate with their friends using some knowledge they got. Teachers give some situational contexts that should be performed by students.

In this study, the researcher will use PPP as the teaching method to teach English function. In PPP, the students of Class VIII A SMP N 1 Pakem had three different stages with different activities that encourage them to be able to reach the learning objectives.

d. The Roles of Teachers in Teaching Speaking

In teaching speaking, the teachers have important role in the classroom activities. There are some roles of the teachers that should be played in the teaching and learning process. Brown (2007:7) states that teaching is giving and facilitating learning, enabling learner to learn, and setting the conditions for learning. Therefore, the teacher should be able to guide, to facilitate learning, and to set the conditions for learning to make the students be able to learn well. Teachers need to play different roles in any types of classroom activities. There are three particular roles of teachers that relevance during the speaking activities stated by Harmer (2001: 347-349). Firstly, teachers should be the prompter. In speaking activities, teachers have to encourage their students to think creatively. Sometimes, in the middle of speaking classroom activities, for example, when students are involved in a role play activity, they often get lose idea of what is going on in the activities or they lose words. Teachers cannot instantly help them because they must keep supply the right amount of encouragement for students to practice. However, they can help them by offering the discrete suggestion.

Teachers should also be the participant during the activity. There are times for teachers to join in an activity not as teachers, but as participants. It is a good reason for teachers to take part in the activity. They can be closer to monitor the progress of their students in the activities. However, in such circumstance, teachers have to be careful because they cannot dominate the speaking activity by having too much talk. They keep providing their students enough opportunities to practice speaking.

Then, teachers also act as feedback providers for students. Most students expect and want their teachers to give them feedback on their performances. However, teachers should know when the right moment to correct their students' performances. Teachers need to make a clear difference between feedback during the activities are going on will inhibit students and take the communicativeness out of the activity.

Based on the teacher roles above, teachers should understand in what part they have to use certain role. By combining all of the roles, it is expected that teachers can encourage students in speaking activity; hence the learning process will be more optimal.

e. Assessing Speaking

Assessing speaking is a process with many stages (Louma, 2004:4). At every stage, there are interactions to produce something for the next stage. Then, to assess speaking, Brown (2003:144-182) mentions the design of assessment tasks. It includes how to design various speaking performance, such as: imitative, intensive, responsive, interactive and extensive speaking. The table presents a list of designed assessment tasks of speaking.

Table 2: **Designs of Assessment Tasks**

Speaking Performance	Tasks	Scoring (scale)
Imitative	Word repetition	2:acceptable pronunciation 1:comprehensible; partially correct pronunciation 0:silence; seriously incorrect pronunciation
Intensive	-Directed response -Read aloud (pronunciation& fluency) -Sentence/dialogue completion	2:acceptable pronunciation 1:comprehensible; partially correct target form 0:silence; seriously incorrect target form

	and oral questionnaires picture-cued	<i>This modified form of scoring aspects can be also used</i> Grammar Vocabulary Comprehension Fluency Pronunciation Task (accomplishing objectives)
Responsive	-Question and answer -Giving instruction and direction -Paraphrasing	Use: Pronunciation Grammar Fluency As they can show the overall comprehensibility
Interactive	-Interview -Role play -Discussion & conversation -Games	Use: Grammar Vocabulary Comprehension Fluency Pronunciation Task (accomplishing objective) (Brown 2001:406-407)
Extensive	-Oral presentation -Picture-cued story telling -Retelling a story, News Event -Translation	Content and delivery

Students' speaking performances were assessed by assessing four aspects in speaking, such as: accuracy, fluency, vocabulary, and pronunciation. The students' speaking performances will be assessed by using a speaking scoring rubric adapted from O' Malley and Pierce (1996). The rubric is shown in the following table.

Table 3: Speaking Scoring Rubrics

Aspects	Score	Criteria	Indicator
Pronunciation and Intonation	1	Poor	S makes frequent problems with pronunciation and intonation
	2	Fair	S' pronunciation and intonation are sometimes not clear or accurate
	3	Good	S' pronunciation and intonation are clear or accurate
	4	Excellent	S' pronunciation and intonation are almost always clear or accurate

Fluency	1	Poor	S hesitates too often when speaking, which interferes the communication
	2	Fair	S speaks with some hesitation, with often interferes the communication
	3	Good	S speaks with some hesitation, but it does not really interfere the communication
	4	Excellent	S speaks smoothly, with little hesitation that does not interfere the communication
Accuracy	1	Poor	S uses basic structures and makes frequent errors
	2	Fair	S uses a variety of structures with frequent errors, or uses basic structures with occasional errors
	3	Good	S uses a variety of grammatical structures, but makes some errors
	4	Excellent	S uses a variety of structures with only occasional grammatical errors
Vocabulary	1	Poor	S uses only basic vocabulary and expressions
	2	Fair	S uses limited vocabulary and expressions
	3	Good	S uses a variety of vocabulary and expressions, but makes some errors in the word choice
	4	Excellent	S uses a variety of vocabulary and expressions and almost never makes errors in the word choice

The researcher was helped by the collaborator in assessing the students' performances to avoid the subjectivity. The scores from the examiners were calculated by adding and analyzing to get the mean, median, mode, and the standard deviation. The results of the pretest and posttest were compared by using IBM SPSS Statistics 20 software to see whether the improvement was significant or not.

3. Role-play Technique

a. The Definitions of Role-Play

There are some definitions of role play proposed by several experts. The first definition is from Ladousse (2004), who states that role-play is one of a whole gamut of communicative techniques which develops fluency in language,

which promotes interaction in the classroom, and which increases motivation. Students are asked to play a part as either own or somebody's character in specific situation.

Ladousse (1995) also states the definition of role plays by defining the words. 'Role' means playing a part either students' own or somebody else's in a specific situation. 'Play' means that the role is taken on in a safe environment in which students are as inventive and playful as possible.

The next definition is stated by Harmer (2001:273), who says that in role plays, teachers add the element of giving the participant information about who they are and what they think and feel. Students must not think themselves as students but as real participants in the situation. It can be an interesting activity for students because they can explore their imagination.

Role-play can be used to encourage students to practice specific situation as if in the real-life. Through role-play, students can develop their new language and explore their knowledge, experiences, and cooperation with others because they need to work together whether in pairs or groups to practice role-play.

b. The Types of Role-Play

There are two types of role play stated by Byrne (2006) as scripted and unscripted role plays. A scripted role play is a role play that uses a script provided by the teacher. Students are asked to perform dialogue or conversation by using script about the dialogue. Another type is an unscripted role play which means that students perform their dialogue without any script. Teachers give a very clear

instruction and picture of the situation that should be understood by students. They are also given enough time to practice before showing their performance.

Killen (1998) states that role-play can give students opportunities to practice in thinking real-life roles and dealing with real-work problems. Role-play provides some framework in which students build their own sentences but they may decide by themselves what they want to say.

It can be concluded that by using role-play, students are trained to deal with the unpredictable nature of language because a very wide variety of experience can be brought to the classroom by using role play. It also can stimulate the students to use and develop words which are very necessarily used in their environment.

c. The Advantages of Using Role-play

The application of a role-play technique is expected to give a positive influence for the teaching speaking. This technique stimulates the students to interact to each other in a fun way. Brown (2001) states that role-play should minimally involve two things. Firstly, role-play involves giving a role to one or more members of a group. Secondly, role-play involves assigning an objective or purpose that participants must accomplish. Role-play can be conducted in pairs or in groups.

Additionally, Amato (2003) states that role-play has high appeal for students because it allows them to be creative and to put themselves in another person's place for a while. Role-play gives a big contribution in learning speaking in foreign language because it can encourage students to think creatively and

students' motivation in learning English. It also allows students to explore their knowledge, experiences, and cooperation with others. There are some advantages for students and teacher by applying role-play as a teaching technique in English class. For students, role-play provides opportunity to explore the inner resources, empathize with others and use their own experiences to practice the language. For teacher, role-play can be used to see students' creativity. Teacher can learn in how to set role-play activities that can be suitable for students. Furthermore, applying role-play as a teaching technique can give advantages not only for students but also for teacher.

A role-play technique has many benefits for teachers and students in speaking classes. Using this technique, students can explore themselves better because they will wear "masks" and pretend to be someone else and it is good to be applied as the solution for teachers to face the shy students so they can increase their self-confident.

d. Procedure of Conducting the Role-play Technique

In conducting the role-play technique, the teachers should follow some procedures to make a successful teaching and learning process. Ladousse (2004) states some points that should be remembered by teachers when setting up a role play. Firstly, teachers should be able to distinguish between noise and chaos to make teachers can control the activity. Then, teachers should begin the activity with pair work rather than group work because one-to-one communication will make students more focus the issue of the conversation. Teachers should also use simple topics and short dialogues in role play. The role play designed by teachers

should be flexibly performed by students. It should also be applicable for different number of students.

The next point is that students should have understood the situation very well before starting so teachers should make sure that students are ready to join the activity. If there are some students who make some noise during the class activity, teachers should not too worry about the remaining students who are not participating since they do not disturb others. In delivering the instruction in the class activity, teachers should not use the difficult and complex language until students are used to the activity. In setting up the task, teachers should be able to set up it more progressively if he or she finds students stop or break, teachers can give quiet hint. Teachers should always give a feedback about students' performances. The last but not least, teachers should set strict time limit and make every attempt to stick to it. Discipline time management should be considered to succeed the teaching activity.

In addition, Huang (2008) proposes six major steps in the procedure of conducting role-play. Firstly, a teacher has to decide the teaching materials that will be used for role-play activities. It can be taken from textbooks/non-textbooks teaching materials such as picture books, story books, play-scripts, or comic-strips. Besides, the teacher can also create his or her own materials.

Secondly, after deciding the teaching materials, a teacher selects the situation and provides the dialogue for classroom activities. The situation context should relate to students real-life to make students practice about the real-life and it can also be useful for students in their daily life.

Thirdly, a teacher has to teach the dialogues to students by giving some examples or simulation. By teaching the dialogues for the role-play, the students can be ready for their own performances.

Fourthly, a teacher lets students have some practice with their partners. Similar to the previous step, it makes students more ready and confident to perform by having enough practices about the role-play.

The next step is having students modify the situations and dialogues which means the teacher has to give an opportunity to students to be more creative. And then the last step is evaluating and checking students' comprehension based on the speaking performance scoring rubric.

In conclusion, by setting up the role play using some steps above, it is expected, the teaching and learning process will run more effectively to make students get a good result of learning speaking.

4. Relevant Studies

Applying role-play technique in the teaching and learning process especially in teaching speaking is not something new. There are many researchers who have conducted studies related to the application of this.

Rahimy and Safarpour (2012) investigated the application of the role-play technique and the result of this study shows that the use of role-play seems to create such an enjoyable and comfortable atmosphere for the learners learning English. Furthermore, in role play activities, students will be able to take a new role and learn to use a foreign language and apply it in their everyday conversation.

Huang (2008) conducted a research study about the use of the role-play to improve students' speaking ability. It results that by using role play as an activity in the classroom, students have the opportunities not only to act and interact with their partners, but also to improve English speaking and listening skills. Role-play also builds up an atmosphere in the classroom that it can be more interesting. Moreover, students can learn in how to use the language in more realistic and practical ways. Based on this research study, role play is a useful teaching technique which should be experimented and applied by ESL/EFL teachers in the ESL/EFL classrooms.

In conclusion, by looking at the research conducted by the researchers, it can be concluded that role play technique can be applied as an important technique to improve students' speaking ability. As stated before, speaking is an activity which is involved a speaker and a listener. They communicate each other using language. Role play can provide an opportunity for students to practice directly how to communicate in their daily life.

B. Conceptual Framework

Speaking skill can be considered as the crucial one among the four other skills because people can express their ideas through speaking and communicate to each other. Speaking is important for people because it has several benefits that can be achieved by good speakers who have ability of sequencing and assembling the idea, understanding other speakers' feeling and also being able to process any information through communication. Speaking is essential skill to be possessed, considering its benefits it gives to speakers.

In teaching and learning English, speaking is an important skill to be mastered by students. They can communicate to each other to convey messages and share their ideas through speaking. A speaking activity is also enjoyable for students. To succeed in the speaking learning process, the students should be given as much as opportunity to speak English but, in fact, they do not have enough opportunity to do so.

There are some problems related to the teaching and learning of speaking. Firstly, it is related to the students' self-confidence. They are still shy and they also unwillingly do the activity because they are afraid to make mistakes. Secondly, the problems are related to accuracy and fluency. Speaking deals with those two aspects but in fact, the students sometimes ignore them and do not pay attention to the grammatical structures even though they speak meaningfully.

The next problems are the students' limited vocabulary mastery and also poor pronunciation. Lastly, the problem is related to the teaching and learning process which the researcher focuses on. Speaking is considered as the activity in which the students are asked to speak up, however, the activity done in the classroom is just performing conversations based on the textbook. It will be necessary to make some activities that can stimulate their creativity. Thus, applying role-play as a technique in the speaking class will be very useful to overcome the problem related to the teaching and learning technique.

By applying role-play as a teaching technique, it is expected that there will be a significant improvement of students' speaking ability through providing opportunity to practice speaking. This teaching technique also provides some

interesting activities to make the students learn English in fun ways. The students also have opportunities to speak in front of the classroom with their partners and perform the dialogues based on the situational context that. That is why, the application of a role-play technique can improve the students' speaking ability.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was aimed at improving the speaking ability of Class VIII A students of SMP N 1 Pakem through the use of a role-play technique. This action research study was focused on improving the students' speaking ability.

The research design was a classroom action research study. Based on Burns (2010), the main aim of an action research is to solve the problematic issues in the teaching and learning process that have been identified by the teacher and the researcher by carrying out an action that will lead to some changes and improvements.

In conducting the research, there are some steps to be followed. Based on Kemmis and McTaggart (1988) in Burns (2010), there are some cycles in action research but the researcher used two cycles because of the limitation of time allocation in conducting this research. The first cycle involved the major steps of planning, action, observation and reflection. Then, the next cycle was revising the first cycle. Planning was the step of creating a plan to observe and record the classroom activity. Action was the step of implementing the plan. Observation was the step of recording the classroom activities. And then, reflection was the step of revising a classroom activity from what the researcher planned first.

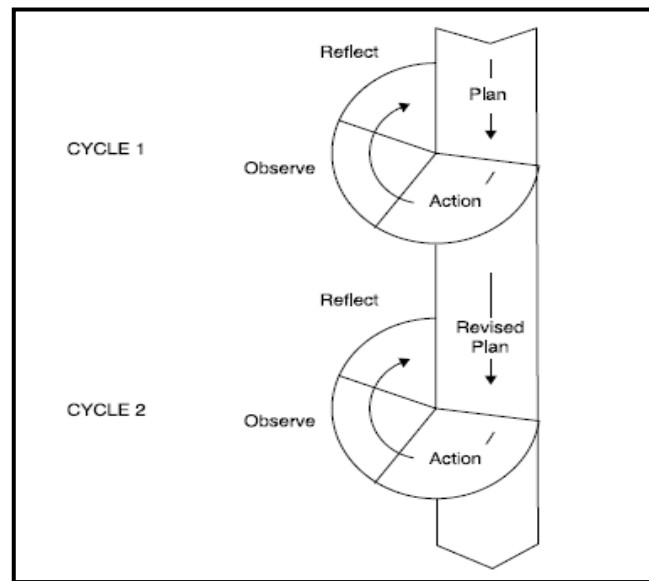


Figure 1: Action research cycles (Burns, 2010:9)

B. Research Setting

This study was focused on improving the students' speaking ability by applying the role-play technique. This research was conducted in SMP N 1 Pakem which is located at Jalan Kaliurang Km 17, Sleman, DIY. The actions were carried out on April – May 2014 in the class VIII A students of SMP N 1 Pakem.

The observation was done on Thursday, April 10th, 2014. The research study was conducted in the second semester of the academic year of 2013/2014. The actions were applied based on the schedule of the English class, on Thursdays and Fridays. The schedule of the English class of VIII A can be seen in the following table.

Table 4: The schedule of the English class of VIII A

Day	Time
Thursday	120 minutes (10.55 a.m. – 13.15 p.m.)
Friday	70 minutes (08.00 a.m. – 09.10 a.m.)

SMP Negeri 1 Pakem can be considered as a well-equipped school. Each class consisted of a whiteboard, an attendance board, a board magazine, a students' information board, 24 chairs, and 12 tables for the students. There were some supporting facilities in this school such as a mosque, a school library, a canteen, parking area, 4 rest-rooms, a basketball court, a futsal court, and also green area for the students to plant vegetables and fruits.

C. Research Subjects

The subjects of the research were the Class VIII A students of SMP N 1 Pakem in the academic year of 2013/2014. The class consisted of 24 students. They were 14 female and 10 male students took part in the research with the age range 12-14 years old.

The reason of choosing the students as the research subjects was because they had difficulties in speaking. The speaking problem was mostly about the students' self-confidence although they had good understanding related to grammar. The speaking problem needed to be solved soon. Therefore, the researcher and the collaborator worked collaboratively to bring about better results on their speaking ability.

D. Data Collection

1. Types of Data

This research was action research in which the data can be both qualitative and quantitative data. The data of this research were in two forms. The qualitative data were collected through the interviews and observations while the quantitative data were the results of the students' speaking tests.

2. Data Collection Techniques

There were qualitative and quantitative data in this research. The qualitative data were obtained through observations, interviews and documentations. The observations and documentations were taken during the teaching and learning process. The interviews were taken twice, before and after the implementation of the actions. Meanwhile, the quantitative data were collected from the tests. The tests were pre-test and post-test which aimed to get statistical evidence of the students' speaking improvements.. Pre-test was conducted in the beginning of the research to see the students' speaking ability before the implementation was conducted. Post-test was conducted after the implementation of the research. The results of pre-test and post-test were analyzed to see the improvement of the students' speaking ability.

a. Observation

The observation was done prior the research study to find the problems related to the speaking ability in the teaching and learning process of Class VIII A students. The researcher was helped by the collaborator in conducting observation. While undertaking the observation, fieldnotes and videos were taken.

b. Interview

The researcher interviewed the English teacher and some students of Class VIII A to get richer data and gain less subjective results. The interviews were conducted in the beginning of the research after the observation was conducted and in the end of the research after implementing the actions. While carrying out interviews, videos of the students' and the English teacher responses were taken to

get a complete picture of their perceptions, feelings and attitudes to the learning process.

c. Test

The quantitative data of the research was collected through administering speaking tests. The tests were in two forms. They were pretest and posttest. Firstly, they were given pretest which was conducted at the beginning of the research. At the end of the cycle II, they were given posttest.

3. Data Collection Instruments

The data in this research study were obtained from the instruments. Instruments are some documents used in the data collection. The instruments used in this research were observation guidelines, interview guidelines, field notes, and rubrics of the students speaking performance. To keep the validity of the data, the researcher also used recorder and photographs during the interviews and the observation of the teaching and learning process in the classroom.

To assess the students' speaking ability in the pre-test and post-test the researcher used the scoring rubric of the students' speaking performance. The speaking performance rubrics were focused on four aspects, namely pronunciation, vocabulary, fluency, and accuracy. The researcher adapted them from a speaking performance rubric proposed by Malley and Pierce (1996) that is scaled 1 – 4.

The pre-test and post-test were to measure the improvement of the students' speaking ability. The two tests were in the form of the simple dialogues

that have been made by the students based on the situational contexts given from the researcher. The students performed it in pairs.

Meanwhile, the observation guidelines were used in the reconnaissance step to find out the problematic issues found in the teaching and learning speaking. Besides, it was also used to see the implementation of the actions carried out in the classroom. It was used to check whether the actions used in the teaching and learning speaking were well applied or not. The results of the observation during the research were in the form of field notes.

The interview guidelines were also used to collect more information related to the problems faced and the implemented actions. The guideline itself was differed in two forms: for the teacher and for the students.

4. Data Analysis Techniques

The data of the research were qualitative and quantitative data. Both data were analyzed in order to know whether the study was successfully done or not. According to Burns (1999:157-4), there were some steps to be followed by the researcher in analyzing the qualitative data as follows:

a. Assembling the Data

The first step to be taken was assembling the data collected from all instruments: field notes, observations and interviews. In this step, all information were selected by reviewing the data. Data which did not support the research will be discarded.

b. Coding the Data

After assembling the data, the next step was coding the data. In this stage, the collections of data were coded and categorized in order to see the specific patterns of the data. By coding, it means that the data were processed by reducing the large amount of data into some specific categories in order to make the data more manageable.

c. Comparing the Data

After that, the data that had been categorized were compared to see the relationships or connections among the data. In this stage, the aim was to describe and to display the data.

d. Building Interpretations

The first step of analyzing data was to compare the data that have not been explained or interpreted. Making or creating meanings or interpretations was done in this step. By looking the data that have been assembled, coded, and compared, the researcher tried to draw the possible conclusion to see whether there is any improvement or not before, during, and after the implementation of the actions.

e. Reporting the Outcomes

The final stage in analyzing the data was reporting the outcomes of the research. After drawing the conclusion of the study, the result of the study was reported in order to be able to be discussed later with others.

The quantitative data from the pre-test and post-test scores were analyzed by using T-test. Both data were analyzed by the help of IBM SPSS Statistics 20 software. The pre-test score was analyzed to find the mean score. The same action

was done with the post-test score to see that there was an improvement in the research.

5. Research Validity and Reliability

a. Research Validity

According to Anderson et al. in Burns (1999: 161-162), there are some criteria of validity needed in an action research study to get valid data. Those are democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity.

1. Democratic validity

In this research, the democratic validity was gained through interview guideline. Because democratic validity related to the extent to which the research was truly collaborative and allowed for the inclusion of multiple voices (Burns, 1999), the researcher interviewed some participants to get the data. The researcher interviewed some students to investigate their feeling and attitude in speaking before and after the research was conducted. She also interviewed the English teacher, and the collaborator to plan the next action of the research.

2. Outcome validity

This research had the criterion of outcome validity due to it involved the students' score as the outcome. From this data, the researcher framed the problem and carried to the result of the research.

3. Process validity

This research followed some steps and involved the participants and the data needed for this research. To gain the process validity, the researcher collected

the data by doing classroom observations, students and teacher interviews and field notes.

4. Dialogic validity

This criterion allowed the result of the research to be discussed by the researcher and the participants. In this research, the researcher showed the result of the action to be reviewed by the English teacher and the collaborator.

5. Catalytic validity

This criterion allowed all the parties of the research study to get beneficial changes of the implementation of the actions.

In order to get the validity of the quantitative data, Cohen et al. (2005:131-132) propose some validity. However, this study administered face validity and content validity. Content validity was related to the range of subject matter in question that wants to be covered. It means that the items of the test should be covered the materials that have been taught before. The face validity was related to a matter whether the test tests what it is designed to test. It means that if the study wants to find out the students' speaking ability, the type of the test should be able to assess speaking skill.

b. Research Reliability

To get the reliability of the quantitative data, inter-rater reliability was used. It was used to avoid human error, subjectivity, and bias that may enter during the scoring process. There were two parties that took the scores of students' speaking performances, in this case the researcher and the collaborator.

Then, the researcher correlated the total scores using Microsoft Office Excel 2010 to get the Pearson's coefficient correlation (r).

To get the trustworthiness of the qualitative data and to reduce subjectivity in analyzing the data, the researcher used the triangulation techniques as follows:

1. Time triangulation

The data were collected in April – May 2014. The action of this research was held over 2 lessons.

2. Investigator triangulation

The researcher did the research with a collaborator as an observer.

E. Research Procedures

Using the model of Kemmis and McTaggart (1988) in Burns (2010: 10-11), this study consisted of two cycles. Each cycle consisted of reconnaissance, planning, acting and observing, and reflecting.

1. Reconnaissance

The first step of this research was reconnaissance. In this step, the researcher found out some information to identify the existing problems in the field. First, the researcher interviewed the English teacher and also the students of Class VIII A of SMP N 1 Pakem. Furthermore, the researcher collected the information by observing the English teaching and learning process. After that, the interview with the teacher and the students and pre-test were conducted in order to get the factual condition of the students' speaking ability. After conducting the observation, interview, and pre-test, the researcher discussed all information gathered with the English teacher. Based on the data of the

observation, the interview, the discussion with the English teacher and the result of the pre-test, the researcher then planned some actions related to the problems.

a. Plan

The researcher and the English teacher planned some actions to be implemented after identifying and selecting the problems. The English teacher and the researcher used role-play as a technique in teaching and learning process to improve the students' speaking ability.

b. Action and Observation

After planning and preparing some actions that had been implemented in the research. The teaching and learning process was observed and recorded in the form of field notes and some changes in relation to the students' learning progress. In this stage, the researcher also identified some problems that occurred during the teaching and learning process. The implementation of the actions during the teaching and learning process was observed by the teacher to give the researcher feedback in her teaching.

c. Reflection

The next step after completing each cycle of the action was reflection. All the members of the research discussed circumstances concerning the actions. The reflection was done to see what happened in the actions and to see whether the objectives were achieved or not. Reflection was from the observation and interview with the English teacher and some students of class VIII A of SMP Negeri 1 Pakem.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

The research was aimed to improve the speaking ability of Class VIII A students of SMP N 1 Pakem by implementing a role-play technique. In this part, the researcher presents the steps of the research, which are reconnaissance and the reports of Cycle I and II which are divided into the planning, actions, and reflections. Lastly, the general findings are discussed.

A. Reconnaissance

The researcher held classroom observation and interviewed the English teacher and the students before conducting the research to gather the information of the speaking teaching and learning process of Class VIII A students of SMP N 1 Pakem. The interview with the English teacher was carried out on April 7th 2014. While the classroom observation was done on April 10th 2014 in VIII A class and continued by conducting interviews with the students in the second break time.

A speaking pre-test was also conducted in the beginning of Cycle I to support the result of classroom observation and interviews. It was conducted on April 11th 2014. It was to gain the students' speaking scores on each aspect of speaking, such as pronunciation, vocabulary, fluency, and accuracy. In the pre-test, the students were asked to perform dialogue in pairs. Before they performed the dialogue, they were given several minutes to prepare the script based on the situation context given by the researcher. Some students were confused to make

the script from the situational context. They did not know how to start the dialogue. During the performance, most students relied on their scripts. In fact, they did not perform the dialogue, but read aloud it. In addition, some of them were shy to perform in front of the class and sometimes they mispronounced some words.



Figure 2: A student reads the script while performing the dialogue.

After conducting pre-test, the researcher identified and selected the problems to overcome. To overcome the problems, she planned some actions to be implemented. Then, she discussed with the English teacher about the actions and some materials that will be used in the classroom. She discussed the course grid, lesson plan, and worksheet with the English teacher.

The researcher was helped by a collaborator. The collaborator observed the situation in the class during the implementation to know the students' responses. In the pre-test and post-test, the collaborator also took part to assess the students' speaking performances to avoid the subjectivity. The actions were

conducted in two cycles. Each cycle was conducted in two meetings. The details of the reconnaissance step are explained below:

1. Identification of the Problem

The findings of the field problems were based on the observation and the results of the interviews with the English teacher and the students of Class VIII A. Before conducting the research, the researcher had a classroom observation to note all the problems in the teaching and learning process in the classroom. The observation was done on Thursday, April 10th, 2014. The result of the observation as the reconnaissance process is represented below.

ET entered the classroom at 11.00 WIB. R and C followed ET. ET greeted S and introduced R and C to S. R and C greeted S and delivered their purposes to have a classroom observation and research in Class VIII A. R and C sat in the back to observe the classroom condition during the teaching and learning process. S showed their enthusiasm to study that day.

ET opened the lesson by playing the video. Some of the students were enthusiastic to watch the video about "*Budidaya Kelinci*" but **some others were still busy with other activities such as preparing their books and pens and talking with their friends.** ET explained about the video to S and repeated it three times and asked S to write down some important things about the video. ET discussed the video with S.

S were asked to write down some steps in "*Budidaya Kelinci*" and after that they were asked to prepare themselves to retell about the video in front of the classroom. After 15 minutes, ET asked one of the students to retell in front of the classroom and invited the other students to perform. **Some of the students read the notes they had made and read aloud in front of the classroom. Some others were noisy because they were not asked to perform.**

Not all of the students performed because the time was already up. ET ended the lesson and asked the captain of the class to lead the prayer. ET, R and C left the classroom at 13.15 WIB after shaking hands with S.

(FN.04 – 10/4/2014)

Based on the field note above, there were some problems in the teaching and learning process of Class VIII A. Firstly, the students did not have enough

opportunities to speak English because the teacher did not ask all of the students to perform it in front of the class. The teacher asked some students to retell the steps of the topic being discussed.

Secondly, the students relied on the texts they had made. It was because they were afraid to make mistakes when speaking in front of the classroom. For those who were asked to retell about the video that had been showed, they did not show their speaking performances but reading aloud instead. Furthermore, the students just read aloud the text in front of the classroom.

Thirdly, the students who were not asked to perform became idle because they had nothing to do and they just watched the others' performances. It made them bored. They listened to the teacher's explanation and did nothing after that. Some of them were busy playing with their stationary and chatting with their friends. Furthermore, the classroom condition was not effective.

After conducting a classroom observation, the researcher also interviewed the English teacher to find out the problems related to the teaching and learning process in the classroom. The extract below shows some problems found in the field based on the interview with the English teacher.

-
- P : *Begini, Pak. Saya ingin bertanya mengenai kegiatan belajar mengajar bahasa Inggris dan kesulitan siswa dalam belajar. **Kesulitan atau kendala apa saja yang biasa Bapak temui dalam mengajar bahasa Inggris di kelas, terutama speaking?*** (Excuse me, Sir. I would like to ask about the learning process and the students' difficulties in learning English. **What are the difficulties found in the teaching and learning process, especially speaking?**)
- GBI : *Speaking ya... kalau speaking, anak-anak itu agak susah kalau disuruh ngomong bahasa Inggris, Mbak. Kadang tidak paham artinya, cara mengucapkannya juga masih ada beberapa yang agak kurang.* (For

speaking skill, they find it difficult to speak in English. **Sometimes they don't know the meaning of the words and they don't know how to pronounce some words**)

P : *Begitu, ya Pak. Lalu kalau dari keempat aspek seperti pronunciation, vocabulary, fluency, dan accuracy, **aspek mana ya Pak yang dirasa masih agak kurang?*** (Among the four aspects such as pronunciation, vocabulary, fluency, and accuracy, **which aspects do you think need to improve?**)

GBI : *Oh, Mbak mau menilai empat aspek itu ya? Kalau saya karena kelas yang dipegang banyak, jadi secara umum saja menilainya. Tapi ya itu, Mbak, seperti tadi, **anak-anak masih susah kalau disuruh speaking. Mungkin kurang percaya diri atau karena kurang paham kosa-kata dan pengucapannya.*** (Because I handle so many classes, so I assess them generally but for speaking skill, **they still unwillingly speak in English** if I ask them to do so. Perhaps, **they lack confidence or they don't know the meaning of some words** so they have **limited vocabularies** and also **they have difficulty in pronouncing the words.**)

(Interview 1 – 7/4/2014)

Based on the extract above, there were some problems related to learning speaking in the classroom. The students found it difficult to speak in English because they had limited vocabulary mastery and they did not know how to pronounce some words. They did not have adequate opportunities to learn about vocabulary and pronunciation because the English teacher did not do the vocabulary and pronunciation drills at the beginning of the class. If the students had some problems related to vocabulary and pronunciation, the teacher asked them to ask about it directly but they still unwillingly did it.

The students got the same problem related to the vocabulary mastery. They actually liked English subjects but when they did not know the meaning of some words while learning English, they lost their enthusiasm in doing so. The following extract shows the students feeling when they faced that problem.

-
- P : Kamu suka sama pelajaran bahasa Inggris? (Do you like English?)
- S : Ya suka, tapi *kan* itu... ya kurang bisa bahasa Inggris. (Yes, but I am not really good at it.)
- P : **Kurang bisa bagian mananya? (Which part are you not good at?)**
- S : **Kurang bisa kalau arti-artinya *tuh* apa. (I don't know the meaning of some words.)**
- P : Oh... kosa kata ya? (I see, vocabulary?)
- S : **Iya, kosa kata. *Kan* kalau *dikasih* bacaan *trus* dikerjakan soal-soalnya, itu *gak* tau artinya apa, *kan* jadi *gak* bisa *tho*? Jadinya susah. (Yes, vocabulary. If I got the text and do the tasks, I find it difficult to find out the meaning of the words.)**
- P : Begitu ya? Kalau *gak tau* artinya, memangnya tidak membuka kamus? (So, do you access the dictionary?)
- S : *Enggak*. (No)
- P : *Loh, kenapa?* (Why?)
- S : *Lah nganu... anu gak punya kok*. (I don't have any.)
- P : Lalu tidak tanya temannya? (Why don't you ask your friends?)
- S : **Tanya tapi ya temannya juga *ndak* tahu. Paling cuma satu atau dua kata *trus* yang lainnya *gak tau* lagi. (I asked them, but they didn't know as well. It's just one or two words after that they don't know anymore.)**

(Interview 3 – 10/4/2014)

The students got confused when they found the difficult words. They did not access the dictionary because they did not have it, so they were not familiar with get to using dictionary in learning English. Sometimes, they asked their friends to help them finding the meaning of some words but the others still also found it difficult. The students still needed attention from the teacher especially when they found difficulties related to vocabulary.

Among the four aspects in learning speaking, such as pronunciation, vocabulary, fluency, and accuracy, the English teacher mentioned some aspects that needed to improve. There were pronunciation and vocabulary because it can help the students to speak well. The English teacher also stated that the students need to improve their self-confidence because if he asked them to speak or retell

the story, they still unwillingly did it. They were afraid to make mistakes because the lack of vocabulary mastery and pronunciation.

The problems were also found from the teaching technique. Even though the teacher used an interesting technique in teaching speaking, it did not encourage the students to dare to speak. This following extract shows the teaching technique and some activities that were usually used in the classroom.

-
- P : *Biasanya dikelas kegiatan apa saja yang dilakukan ketika belajar speaking?* (What kind of **activities** do you usually use **in teaching speaking**?)
- GBI : *Biasanya pakai lagu, menyanyi kemudian mengartikan beberapa kata dalam lirik lagunya.* (Sometimes, **through songs**, they sing a song and **translate some lyrics** from the song.)
- P : *Kalau untuk bermain peran, apakah pernah dilakukan di dalam kelas, Pak?* (What about **applying role-play**? Have you used it in the classroom?)
- GBI : *Biasanya, membaca dialog dari buku.* (Usually, they **read the dialogue from the textbook**.)
- P : *Menurut Bapak, **teaching technique apa yang cocok** dipakai di kelas dalam kegiatan belajar speaking?* (In your opinion, **what is the appropriate teaching technique** to be applied in teaching speaking?)
- GBI : *Sebenarnya akan lebih bagus kalau **praktek langsung**, di depan kelas atau di bangku masing-masing. Tapi kalau saya karena **waktunya ndak cukup**, jadi ndak bisa semua dilakukan.* (Actually, it should be better for the students to **practice speaking directly**, it can be in front of the class or from their seats but **I have no enough time to do so**. We cannot do it all.)
- (Interview 1 – 7/4/2014)
-

The English teacher rarely asked the students to practice in speaking activity. If they had conversation in English, it was reading aloud the dialogue from the textbook. Not all of the students can perform it because the teacher only asked some of them to perform. The teacher also had a problem related to time limitation. It made him find some difficulties while giving speaking activities to the students.

The teacher also gave some activities through songs. They sang a song and tried to translate some difficult words with the teacher's help. The teacher used songs to teach vocabularies. The teacher also told the researcher that the students of Class VIII A needed more practices to make them dare to speak English. It shows in this following extract.

P : Kalau *kemampuan siswa dalam speaking skill* bagaimana, Pak? (What do you think about the students' speaking skill?)

GBI : Kalau untuk secara umum masih banyak yang perlu dilatih. Tapi kalau untuk kelas VIII A ini, untuk aspek seperti grammar sudah lumayan bagus dan beberapa yang perlu belajar lagi. Hanya ***mereka butuh kegiatan lagi dan latihan lagi supaya lebih confident***, Mbak. (Generally, they still need more practices. I think for the students of Class VIII A, they do not have so many problems related to the grammar but **they still need more activities and practices to make them confident to speak English.**)

(Interview 1 – 7/4/2014)

In connection with the interview above, the students need more opportunities to speak. The teacher stated that their grammar skill was good but they still need more interesting activities that can encourage the students' self-confidence to speak English. The students also faced some problems in teaching and learning English. The researcher also conducted interview with students of Class VIII A to find out some problems in the field related to teaching and learning process. The problems mentioned above were supported by the following interview transcript between the researcher and the students:

P : Oh ya, kan kalau bahasa Inggris kan ada reading, writing, listening, dan speaking ya? ***Paling sering dikelas belajar yang mana?*** (Among the four skills of speaking, ***which skill is mostly taught in the classroom?***)

S : ***Reading.***

P : Biasanya ***kegiatannya*** apa saja? (What kind of activities do you usually do?)

S : Ya... *kayak* baca tulisan *trus* kosa katanya *diartiin* gitu. *Palingan sama ngerjain soal sih.* (Read some texts and then translate some words. We also do some tasks based on it.)

(Interview 2 – 10/4/2014)

The extract above shows the activities usually done in the teaching and learning process. They were mostly taught the reading skill. They usually read English texts and then, they found the difficult words to be discussed. Lastly they found the meaning of the words. They also did some tasks related to the text. In fact, that kind of activities made them bored because they could not explore themselves in learning English as presented in the following extract.

P : Biasanya kalau dikelas **paling sering belajar apa?** *Reading, writing, listening, atau speaking?* (What skill is usually learned in the classroom?)

S : Belajar soal. **Mengerjakan soal gitu.** (Do some tasks.)

P : **Kamu suka?** (Do you like it?)

S : **Enggak...** *hehehehe...* (malu-malu). (No.)

(Interview 3 – 10/4/2014)

From the extract above, the students felt unhappy because of the tasks given. They did not like the activities which asked them to do some tasks. It is important to give more interesting activities for the students to make them happy in teaching and learning English in the classroom. More fun activities will also help the students to be more excited in the English class because they will not get bored in the middle of learning English, especially speaking skill. Among the four skills in learning English, the students had lack opportunities in leaning the speaking skill. It is presented in the following extract.

P : Lalu, **yang paling jarang diajarkan dikelas** itu apa? (So, **what skill is rarely taught** in the classroom?)

S : Hmmm... *speaking.*

- P : Tapi pernah *kan*? (But, you have had it, right?)
 S : **Pernah *sih*, kayak baca dialog dengan keras gitu. (Yes, we have, like reading aloud the dialogue.)**
 P : Baca dialog ya... hmmm... (Reading the dialogue, well...)
 S : Oh ya, *kan* baca itu reading ya, *Ma'am*? *Hehehehe* (P dan S tertawa) (Ah, by the way, it is reading, isn't it, Ma'am? Hahahaha (R and S laugh)
 P : **Media yang biasa dipakai** dikelas apa? (**What media are usually used?**)
 S : Ya **video-video** gitu, *trus sama lagu*. (**Videos and songs**)
 (Interview 2 – 10/4/2014)
-

Speaking is the English skill that is rarely taught in Class VIII A. The students even misunderstood a reading activity as a speaking activity. They thought that through reading aloud the text, they had already learned and practiced speaking in English.

The description above shows that there were many problems which occurred in the teaching and learning process. The problems came from the students, the teacher, the teaching technique, and the media. The table below shows the problems occurring in the class during the English teaching learning process.

Table 5: The Field Problems in the English Teaching and Learning Process in Class VIII A SMP N 1 Pakem in the Academic Year of 2013/2014

No.	Field Problems	Aspects
1.	The English teacher did not give enough speaking activity.	T
2.	The teaching technique applied in the classroom did not encourage the students to practice speaking skill.	TT
3.	The students had limited vocabulary mastery.	S
4.	The students did not know how to pronounce some words.	S
5.	The students did not know the meaning of some words.	S
6.	The English teacher did not have enough time to give speaking practices.	T
7.	The media used in the teaching and learning process did not	M

Table 6: The Field Problems to be Solved Based on the Urgency Level and Feasibility

No.	Field Problems	Aspects
1.	The students lacked vocabulary mastery.	S
2.	The students did not know how to pronounce some words.	S
3.	The students did not know the meaning of some words.	S
4.	The teaching technique applied in the classroom did not encourage the students to practice speaking skill.	TT
5.	The teaching technique applied in the classroom did not stimulate the students to interact with others so the students cannot communicate to each other actively.	TT
6.	The students were afraid to make mistakes in speaking English so they relied on the text while performing speaking in front of the classroom. The performed speaking as reading aloud.	S
7.	The students were shy and not confidence to speak in English.	S

Notes:

S : Students

TT : Teaching Technique

3. Determination of the Actions to Overcome the Selected Problems

To solve the students' speaking problems, the researcher and the collaborator planned some actions to be implemented. They decided to use role-play technique as the teaching technique. The students were asked to perform a role play in pairs based on the given situational context. It was expected that they use English expressions properly, fluently and politely during the role play. Then, the researcher and the collaborator also decided to give explanation about the situational context, the participants, and the role that should be played by the students. Furthermore, the students were given vocabulary tasks and pronunciation practices.

The researcher used Presentation, Practice, and Production (PPP) as the teaching method in conducting the research. In the Presentation stage, the students were given opportunities to activate their learning experiences relating to the materials given. They were also introduced to the context through some pictures in their worksheets. Some vocabularies were shown based on the pictures to make the students enrich their vocabulary mastery related to the topic being discussed. In this stage, the students also tried to pronounce some words they found from the picture. If they made mistakes in pronouncing some words, got some drills and repeated the words. The students got vocabulary and pronunciation drills in the beginning of the lesson. They were also given some materials related to the grammar. The following stage was Practice. In this stage, they continued practicing pronunciation and identified some sentences based on the text. After that, they arranged the jumbled dialogue in pairs. They also practiced the dialogue and discussed it with their partners. Finally, the last stage was Production. In this stage, the students were given a situational context in which they needed to make their own script based on it and perform it in front of the classroom with their partners. In brief, the actions to solve the problems can be seen from the following table.

Table 7: The Actions applied in the Research

No.	Problems	Actions
1.	The students lacked vocabulary mastery.	Giving vocabulary drills at the beginning of the lesson and tasks to make the students acquire some words that will be used in the lesson.
2.	The students did not know how to	Giving pronunciation drills and doing

	pronounce some words.	some repetition.
3.	The students did not know the meaning of some words.	Accessing a dictionary to find out the meaning of the words.
4.	The teaching technique applied in the classroom did not encourage the students to practice speaking skill.	Implementing role play as a teaching technique and making a dialogue to be performed in front of the classroom with their partners.
5.	The teaching technique applied in the classroom did not stimulate the students to interact with others so the students cannot communicate to each other actively.	Giving some activities that make them interact with others through communicating in English and using classroom English.
6.	The students were afraid to make mistakes in speaking English so they relied on the text while performing speaking in front of the classroom. The performed speaking as reading aloud.	Giving explanation about grammar and expressions and also implementing role play as a teaching technique.
7.	The students were shy and not confidence to speak in English.	Implementing role play as a teaching technique.

B. The Implementation of the Action and Discussion

The aim of the research was to improve speaking ability of Class VIII A students of SMP N 1 Pakem in the academic year of 2013/2014. To achieve the aim, there are three stages which were implemented in this study. They were planning, action and observation, and reflection.

In the planning stage, the researcher and the collaborator designed the course grid and lesson plans together. They also decided the teaching method, the teaching technique, the materials, the activities, and the worksheets for the students.

After that, they moved to action and observation stage. In this stage, the plans were put into actions. The researcher acted as the English teacher and she

was helped by the collaborator in conducting the research. The collaborator helped the researcher by taking some pictures and videos related to the teaching and learning process. The collaborator also helped the researcher in conducting some interviews with the English teacher and the students of Class VIII A.

In the reflection stage, they made reflections on the implementation of role-play technique to improve the students' speaking ability. They also evaluated it based on the data collected through observation, interview, and documentation. The complete description of the implementation of role play technique is presented on the following section.

1. Report of Cycle I

a. Planning

In this phase, a series of plans was made. The researcher and the collaborator planned the course grid, the lesson plans, the materials, the media, the teaching method and the worksheets to be used in the teaching and learning process. They decided to use Presentation Practice and Production steps or PPP in the learning process. Then, they also determined to use role-play as a teaching technique because it was believed to effectively improve the students' speaking ability. Next, they decided the schedule of the actions which were conducted in two meetings on April 17th and April 24th. The time allocation for each meeting was 120 minutes (3x40minutes). The meetings discussed the same topic which was "At a Grocery Store".

1) Meeting 1 (At a Grocery Store)

The researcher and the collaborator planned to present materials about shopping at the grocery store. In the first meeting of Cycle I, the students were expected to achieve some goals and objectives based on the lesson plan. She planned to give the students some contextual pictures to enrich their understanding related to the topic. To achieve the learning objectives, they had to fulfill the indicators. The students should be able to (1) identify vocabulary related to the pictures carefully, (2) pronounce the words related to the topic being discussed correctly, (3) identify the meaning of the words being discussed appropriately, (4) classify some words into the word classes correctly, (5) identify the expression used in the dialogues carefully, and (6) classify the expression correctly. The researcher planned to use pictures and give worksheets to the students as the learning kits.

2) Meeting 2 (At a Grocery Store)

She planned to present the same topic with the previous meeting because it needed to continue the discussion in the second meeting. She planned to discuss about some expressions used in shopping at a grocery store. She also taught grammar which focused on the Simple Present Tense. At the end of the lesson, the students should be able to (1) use expression of asking for information politely, (2) use expression of offering help politely, (3) use expression of giving information correctly, (4) respond to the expression appropriately, and (5) express their gratitude and respond to gratitude expression appropriately. After they already knew the expressions and its functions, they had to apply those

expressions in the dialogue. Furthermore, the researcher planned to continue the discussion by practicing the expressions in the dialogue. The students should be able to (6) arrange the jumbled dialogue, (7) make dialogues related to the situational context appropriately, and then (8) perform their dialogues communicatively.

b. Action and Observation

1) Meeting 1 (At a Grocery Store)

The researcher conducted the first meeting of this cycle on April 17th, 2014. The researcher as the English teacher started the class by greeting the students and she asked the captain of the class to lead the prayer. Then she checked the classroom's condition and called the roll. No one was absent. She started the class. The researcher focused on the topic which related to their daily activity which was "At the Grocery Store". As a lead in, she gave a situational picture about grocery store and introduced the topic learned that day. The researcher and the students discussed about the things that presented in the picture together including giving some explanation about the grocery store to build the students' understanding about the topic.



Figure 3: The researcher shows a situational picture.

After discussing the picture, the collaborator distributed the worksheets to the students. They were enthusiastic to see the worksheets. Some students helped the collaborator to distribute the worksheet. After all the students got their worksheets, the researcher started the discussion. The researcher asked the students to take a look at the picture and make a vocabulary list based on the things they found in the picture. Some of the students did not know the English words of some things. They tended to ask the researcher to translate it. They did not try to access dictionary before she asked to do it. After listing the words, each student mentioned it and the researcher corrected their pronunciation if they mispronounced the words. The students and the researcher also discussed the meaning of the words together.

After identifying the words from the picture, the students were given a dialogue entitled “At a Grocery Store” with a shopkeeper and a customer as the characters. Before the students practiced the dialogue, they were given conversation drill. Then the researcher asked the students to practice the dialogue by dividing them into two groups, first group was the shopkeeper and another group was customer. They practiced the dialogue together. The following extract shows the classroom condition that day.

Kemudian mereka membaca dialogue dengan seksama. “All right, class. What is it about?” “About shopping, Ma’am!” salah satu siswa bernama Anisa menjawab. “Great, dear! And... who are the characters? Anyone?” “itu Ma’am! ngggg... karakter... karakter opo tho?” Fa’is menjawab sambil berbisik ke teman sebangkunya. “hahahaha....” Siswa lainnya ikut tertawa mendengar jawaban dari Faiz. “kae lho, sing nang percakapan...” “ho’oh, tokoh... tokoh tho, Ma’am?” Fajar menimpali. “Yes, that’s right, Mas Fajar.” “oalah... customer sama shopkeeper ya, Ma’am.”

(Then, they read the dialogue together. “All right, class. What is it about?” “About shopping, Ma’am!” one of the students named Anisa answered. “Great, dear! And... who are the characters? Anyone?” “itu Ma’am! ngggg... character... character what?” Fa’is answered while whistling to his friend. “hahahaha....” The other students laughed at Fa’is answer. “The characters in the dialogue” “Yes, I see... character, Ma’am?” Fajar said. “Yes, that’s right, Mas Fajar.” “Oh I see... customer and shopkeeper, Ma’am.”)

(FN. 05 – 17/4/2014)

At first, some students did not know the meaning of some words and some others helped and discussed with the researcher. After practicing the dialogue, the students identified some words based on the text. The researcher explained about word classes such as noun, verb, adjective and adverbs. She gave some examples and asked the students to mention the other examples. Then, they were asked to classify the words into the correct word classes.

After discussing the word classes, the researcher explained about some expressions used in the previous dialogue. At first, she asked the students’ understanding related to the expressions as stated in the following field note.

“Class, *sebelumnya*, kita sudah mempraktikan percakapan di halaman kedua kan? There are some expressions used in the dialogue, right?” *Salah satu siswa berkata* “Expression....” “Yes, Fa’is. What is expression?” *Siswa yang bernama Faiz kembali menjawab* “*ekspresi*, Ma’am” “*hmm... ungkapan?*” *Janatri ikut menjawab*. “Yes, that’s right! Good job, dear!”

(Class, we have practiced the dialogue in the second page, haven’t we? There are some expressions used in the dialogue, right?” one of the students said “Expression...” “Yes, Fa’is. What is expression?” a student named Fa’is answered again “*ekspresi*, Ma’am” “Hmmm... *ungkapan?*” Janatri answered. “Yes, that’s right! Good job, dear!”)

FN. 05 – 17/4/2014

The researcher explained about some expressions used in the dialogue. There were some expressions such as asking for information, giving information, offering help, gratitude, and responding to gratitude. She also told about the

functions of each expression and gave some examples as well. The students were also asked to mention their own example of the expressions. After they have already known it, they were asked to find and classify some expressions based on the dialogue. The students worked in pairs. Lastly, the researcher and the students discussed it together. The mentioned some expressions stated in the dialogue.



Figure 4: **The students work in pairs.**

The last 10 minutes before the bell rang, the researcher gave summary about the lesson. She also asked the students if they had difficulties in today's materials. To end the lesson, the researcher asked one of the students to lead the prayer and greeted the students.

2) Meeting 2 (At the Grocery Store)

The second meeting was conducted on Thursday, April 24th, 2014. The researcher on that day led the students to learn about Simple Present Tense and to arrange the jumbled dialogue. The students were also to identify the expressions based on the dialogue and practice their speaking through performing the dialogue in pairs.

The researcher began the class by greeting the students. She also asked one of the students to lead the prayer. Then, the researcher called the roll and no one was absent in that day. After the students were ready to start the class, the researcher was helped by the collaborator and a student to pass the worksheets to each student.

The researcher started the lesson by recalling the students' memory about the topic being discussed in the previous meeting. It was to measure the students' understanding related to materials before. The field note below contains a note describing the class situation in the beginning of the English lesson that day.

P bertanya tentang pelajaran minggu lalu. "Well, class. Do you still remember what we have learned last meeting?" "Yes, Ma'am!" jawab S serempak. "Good. So, what have we learned, class?" "about grocery store, Ma'am!" "about dialogue." "Ya... semuanya betul, anything else?" "ungkapan, Ma'am. Expressions!" "Great, class." P kembali me-review pelajaran minggu lalu sambil meminta S untuk menyebutkan beberapa contoh expressions dalam bahasa Inggris.

(R asked about the previous lesson. "Well, class. Do you still remember what we have learned last meeting?" "Yes, Ma'am!" S answered. "Good. So, what have we learned, class?" "about grocery store, Ma'am!" "about dialogue." "Yes, that's all right, anything else? "Expressions!" "Great, class." R reviewed the previous topic while asking S to mention some example of expressions in English)

(FN. 06 – 24/4/2014)

It can be stated that the students remembered the previous lesson given by the researcher and they were actively involved in the discussion. They answered some questions very well. It showed that the students were ready to move to the next activity. She continued the discussion about Simple Present Tense. She explained about the tense by showing the functions, pattern, and some examples about Simple Present Tense. Some of the students already understood the tense but sometimes they found it difficult in applying it. Some of the students were

also confused in considering what sentence should use ‘be’ or ‘verb’. It can be shown in the following field notes.

Kemudian masing-masing siswa menyebutkan kalimatnya. Salah satu siswa bernama Yuni menjawab “I am... I am play doll... bisa, Ma’am?” “Well, I am play doll... what do you think, class?” S hening untuk beberapa saat. P memberikan penjelasan dan S memperbaiki kalimat tersebut.

(Then each student mentioned their own sentences. One of the students named Yuni answered ““I am... I am play doll... is it correct, Ma’am?” “Well, I am play doll... what do you think, class?” S were quiet for a moment. R gave some explanation and S fixed the sentence.)

(FN. 06 – 24/4/2014)

After the students made some sentences correctly, the researcher asked them to do the task in their worksheet. They were to identify some sentences based on the dialogue and put them into the bracket appropriately. This task was aimed at improving the students understanding about Simple Present Tense and the sentence forms such as affirmative, negative and interrogative sentences. After it had been done, the researcher discussed it together and asked the students to mention it.



Figure 5: The researcher and the students discuss the task.

The researcher moved to the next tasks. This task was considered as Practice step. It was about arranging the jumbled dialogue. The students were to arrange the jumbled dialogue into the correct dialogue. They worked in pairs.

Some of the students asked questions to the researcher. One of them was about the vocabulary and pronunciation as stated in the following field notes.

Sesekali S bertanya kepada P dan K mengenai kosa kata yang kurang dipahami. "Excuse me, Ma'am... what is 'pay'?" salah satu siswa bertanya dan menyebutkan 'pay' dengan /pAI/ "Good question, please pronounce it /pei/ repeat..." S menirukan P. "Pay means membayar." "Ooooh... thank you, Ma'am" "You are welcome."

(Sometimes, S asked to R and C about the vocabularies that they did not understand well. "Excuse me, Ma'am... what is 'pay'?" one of the students asked and pronounced 'pay' as /pAI/ "Good question, please pronounce it /pei/ repeat..." S repeated what R said. "Pay means membayar." "Ooooh... thank you, Ma'am" "You are welcome.")

(FN. 06 – 24/4/2014)

After they finished arranging the dialogue, they were to perform it in front of the classroom. It was not a difficult task because they were provided dialogue and arranged it. They did it well. This task was to improve the students' self-confidence by giving them chance to speak English. They needed practices in speaking English.

After the students performed in pairs, the researcher gave another task. It was the last task in Cycle I. It was considered as the Production step in which they were to make their own dialogue based on the contextual situation. The topic for their roles was still about 'at the grocery store'. In this task, the students worked in pairs. One of them became the customer and another one became the shopkeeper. They made the dialogue using some vocabularies and expressions they had learned. Before the performed it, they made notes to prepare themselves. After they were ready, they performed the dialogue in front of the classroom.

The researcher offered them to perform but no groups were willing to perform first. Then she called a student and he came with his partner as the first

performers. After they had done their performance, she asked that group to call another group to be the next performers so the students performed their dialogue based on the others invitation. This made them excited because some of them wanted to perform because they wanted to ask their friends to perform next.

During the performance, some of the students still relied on their notes and read aloud but she satisfied with their performance because they were not shy anymore. She appreciated their courage to speak English and told them not to rely on the notes in the next performance. In the last 10 minutes, she gave feedback about the students' performance and reviewed the lesson that day. She also asked whether the students have difficulties or not. Finally, she asked one of the students to lead the prayer and closed the class that day.



Figure 6: A student still relies on the script.

c. Reflection

After implementing the actions, the researcher and the collaborator had a discussion about the influences of the actions to the students' speaking ability. The discussion based on the observations during the actions and the interviews with the English teacher and the students. It evaluated what happened in the first

cycle. The reflection then will be used as a plan of the actions that will be implemented in the second cycle.

There were some influences of using role-play in teaching speaking in Class VIII A. First, the students showed a great enthusiasm in learning speaking. In the beginning, they were shy to speak in English though they had high motivation to be able to communicate in English. This following transcript shows the students' opinion about the application of role-play technique.

-
- P : *Hai, Anisa! Boleh tanya-tanya sebentar?* (Hi, Anisa! Let's have a talk for a moment.)
 S : *Boleh. Tanya-tanya apa, Ma'am?* (What is it about, Ma'am?)
 P : *Tentang pelajaran kemarin kok. Menurutmu, **belajar bahasa Inggris kemarin sama saya bagaimana?*** (About the lesson yesterday. **What do you think about it?**)
 S : ***Seru! Happy soalnya tampil-tampil gitu, Ma'am. (Fun! I am happy because I had speaking performance, Ma'am.)***

(Interview 4 – 2/5/2014)

From the transcript above, it can be concluded that the students were fun and happy to learn speaking because they had speaking performance. The students were enthusiastic to perform their speaking. It was good because they can explore themselves to practice their speaking ability in a fun way.

Secondly, by using role-play technique, the students were provided opportunities to speak English. They students can explore their ideas based on a certain topic. They were given a situational context containing situational picture and the characters should be played by them. In this cycle, they were given a topic about 'at a grocery store'. They worked in pairs as a customer and a shopkeeper. They also made their own scripts to prepare their performance. Next, they students also learned to be cooperative because they had to work in pairs and the

needed to discuss the tasks together. They were happy to do the tasks together with their friends.

Although they felt happy in the learning process, they were still a bit shy to perform in front of the class because in their opinion, it was their first time to have role-play in learning speaking. It can be seen in the following transcript.

-
- P : **Suka tidak kalau tampil ke depan kelas? (Do you like to perform in front of the classroom?)**
- S : ***Suka tapi grogi. Hehehehe deg-degan soalnya. (I like it but I am still nervous)***
- P : ***Lho kok grogi? Kan sudah ada persiapan sebelumnya, majunya juga sama temannya kan? (Why is it so? You have some preparation before, don't you? Moreover, you perform with your friend. It's okay.)***
- S : ***Iya sih, tapi kan gak pernah kayak gitu sebelumnya. Jadi tetep grogi kalo aku. (Yes, that's true but I never did like that before.)***

(Interview 4 – 2/5/2014)

The transcript above shows the students' feeling about the teaching and learning process in the Cycle I. The students were still nervous to have role-play with their friends because for them, it was their first time to have role-play in learning speaking. They had not become accustomed with speaking activity which used role-play. Overall, the students seemed enthusiastic in the teaching and learning process. They keenly paid attention to the researcher's explanation. After they felt that the materials were clear, they did the activities or the tasks seriously and actively involved themselves in the discussion after they finished the tasks.

There were some aspects should be improved based on the implementation of the action in the Cycle I. The first aspect is pronunciation. Some of the students still found it difficult to pronounce some words because they were seldom given

pronunciation drill in the beginning of the lesson. They still mispronounced some words though it was a common word. It can be seen in the following extract.

Salah satu siswa bertanya dan menyebutkan 'pay' dengan /pΛI/ "Good question, please pronounce it /peɪ/ repeat..." S menirukan P. "Pay means membayar." "Ooooh... thank you, Ma'am" "You are welcome."
 ("Excuse me, Ma'am... what is 'pay'?" one of the students asked and pronounced 'pay' as /pΛI/ "Good question, please pronounce it /peɪ/ repeat..." S repeated what R said. "Pay means membayar." "Ooooh... thank you, Ma'am" "You are welcome.")

(FN. 06 – 24/4/2014)

Salah satu siswa bernama Rima bertanya "Ma'am how to... hmm... to menyebutkan f-l-o-u-r?" "How to pronounce, pronounce yaaa..." P menjelaskan cara menyebutkannya dan diikuti S.
 (One of the students, named Rima asked "Ma'am, how to... hmm... to pronounce (menyebutkan) f-l-o-u-r?" "How to pronounce, pronounce, okay..." R explained how to pronounce it and repeated by S.)

(FN. 05 – 17/4/2014)

Besides pronunciation, the second aspect that needed to improve was vocabulary mastery. Although the researcher already gave vocabulary drilling in the beginning of the lesson, sometimes the students also did not know the meaning of some words. It happened when they did the tasks, they directly asked the researcher about the meaning of certain words. Perhaps it was because they were not too familiar with vocabulary drill so they lacked vocabulary mastery. Their difficulties in this aspect also shows in the following extract.

Salah satu siswa mengajukan pertanyaan "Ma'am, what is butter?" "Good question! Does anyone know?" S hening untuk beberapa saat. "Well, butter means mentega. What is butter?" "Mentega!" S serempak menyebutkan.
 (One of the students asked "Ma'am, what is butter?" "Good question! Does anyone know? S were quiet for a moment. "Well, butter means mentega. What is butter?" "Mentega!" S repeated together.)

(FN. 05 – 17/4/2014)

The last aspect that needed to improve was accuracy which related to grammar. In the first cycle, they were taught Simple Present Tense. They were familiar with this tense. Moreover, it was not a new tense being taught to them and some of them were able to give some examples as presented in the following extract.

P memberikan beberapa contoh kalimat Simple Present Tense yang menggunakan be dan verb sebagai kata kerjanya, diantaranya: 'she is a shopkeeper' dan 'I buy a kilogram of apple'. P meminta S menyebutkan contoh lainnya. "Can you mention another example?" salah satu siswa yang bernama Rima menjawab "Me. I am a student." "Great, Rima." Kemudian masing-masing siswa menyebutkan kalimatnya.

(R gave some examples of Simple Present Tense that used 'be' and 'verb' as the verb, such as: '*she is a shopkeeper*' and '*I buy a kilogram of apple*'. R asked S to mention the other examples, "*Can you mention another example?*" one of the students named Rima answered "*Me. I am a student.*" "Great, Rima." Then each student mentioned their own sentences.)

(FN. 06 – 24/4/2014)

Some of them found it difficult in the application of the sentence. Some of them were confused in deciding the verb should be used in the sentence, for example in putting 'be' and 'verb' in a sentence. This following extract shows the students' difficulties related to the grammar.

Kemudian masing-masing siswa menyebutkan kalimatnya. Salah satu siswa bernama Yuni menjawab "I am... I am play doll... bisa, Ma'am?" "Well, I am play doll... what do you think, class?" S hening untuk beberapa saat. P memberikan penjelasan dan S memperbaiki kalimat tersebut.

(Then each student mentioned their own sentences. One of the students named Yuni answered "'I am... I am play doll... is it correct, Ma'am?" "Well, I am play doll... what do you think, class?" S were quiet for a moment. R gave some explanation and S fixed the sentence.)

(FN. 06 – 24/4/2014)

Based on the information mentioned above, it can be stated that the use of role-play as a teaching technique in learning speaking can improve the students' enthusiasm in learning speaking and they had a great willingness to speak in English. They were happy during the learning process because this technique provided fun activities in which they can work together with pairs and perform in front of the class having conversation related to the topic about 'at the grocery store'. Having known the students had a great enthusiasm in speaking English was a satisfying influence from using the role-play technique.

Besides those positive achievements, there were still some aspects that should be improved. Furthermore, the researcher and the collaborator decided to conduct another cycle to improve some aspects such as pronunciation, vocabulary mastery, and grammar. It was expected to get more improvement among those aspects.

2. Report of Cycle II

a. Planning

In the Cycle II, the researcher still used the role-play to improve the students' speaking ability. In the previous cycle, the students showed some improvements related to their speaking ability. Besides the improvements, some students still found difficulties in learning speaking. In the Cycle II, it was expected to give better improvements for all of the students in Class VIII A. However those still could be optimized in this cycle.

The researcher and the collaborator still used PPP as the teaching method to be applied in this cycle. They changed the topic became "At a Gift Shop". The

topic was still about the same characters as the customer and the shopkeeper but in different context. They also planned the course grid, the lesson plans, the materials, the media, the teaching method and the worksheets to be used in the teaching and learning process. This cycle was conducted in two meetings, on April 25th, 2014 and May 2nd. 2014. The time allocation of each meeting was 90 minutes (2x45minutes).

1) Meeting 1 (At a Gift Shop)

The researcher and the collaborator planned to present materials about shopping at the gift shop. In the first meeting of Cycle II, the students were expected to achieve some goals and objectives based on the lesson plan. The researcher planned to give the students some contextual pictures to enrich their understanding related to the topic and vocabulary drillings. To achieve the learning objectives, they had to fulfill the indicators. The students should be able to (1) identify vocabulary related to the picture about a gift shop carefully, (2) pronounce the words related to the topic being discussed correctly, (3) identify vocabulary related to the topic being discussed carefully, (4) classify the words into the right word classes, and (5) identify some expression used in the dialogue carefully. The researcher planned to use pictures and give worksheets to the students as the learning kits.

2) Meeting 2 (At a Gift Shop)

The researcher planned to present the same topic with the previous meeting because it was needed to continue the discussion in the second meeting. The researcher planned to discuss about some expressions used in shopping at a

gift shop. In the second meeting, the students learned about some expressions related to the topic, some of the expressions were already taught in the Cycle I but there were some new expressions should be taught in the Cycle II such as bargaining and refusing information.

At the end of the lesson, the students should be able to (1) use expression of asking for information politely, (2) use expression of offering help politely, (3) use expression of giving information correctly, (4) respond to the expression appropriately, (5) use expressions of bargaining politely, (6) use expressions of refusing information politely, and (7) express their gratitude and respond to gratitude expression appropriately.

After they already knew some expressions and its functions, they had to apply those expressions in the dialogue. Furthermore, the researcher planned to continue the discussion by practicing the expressions in the dialogue. The researcher will give material about Modals and the students should be able to (8) identify and use Modals in a sentence correctly. The students should also be able to (9) arrange the jumbled dialogue cooperatively, (10) make dialogues related to the situational context appropriately, and then (11) perform their dialogues communicatively.

b. Action and Observation

1) Meeting 1 (At a Gift Shop)

The researcher conducted the first meeting of this cycle on April 25th, 2014. The researcher as the English teacher started the class by greeting the

students and she asked the captain of the class to lead the prayer. Then she checked the classroom's condition and called the roll. There was a student who was absent today named Tataq. He got an accident. After praying together for Tataq's condition, she started the class. That day was Friday and English was the first subject. In every first subject, the students should start the lesson by reading Quran together. The captain of the class led the tadarus. They did it in 15 minutes.



Figure 7: The students read Quran before the lesson begins.

After having tadarus, the researcher started the lesson. She asked about the previous materials to remind the students about the topic had been discussed. The collaborator helped her to pass the worksheets to the students. She asked the students to open the first page and explained the new topic which was “at the gift shop”. After explaining the topic, she showed a picture to the students about a gift shop in Yogyakarta. They paid attention to the picture shown.



Figure 8: The researcher shows a picture.

After showing the picture, she asked the students to make a list of vocabulary related to the picture. The students worked in pairs. After making the list, they were to mention the words and given vocabulary drill. Each of them mentioned the words and the researcher gave pronunciation drill. She corrected if some of them mispronounced the words. Some of the students accessed a dictionary during the learning process.



Figure 9: A student accesses a dictionary.

She moved to the next activity. It was matching the pictures with the correct words. It aimed at providing some words to be used in the task when they

were to make their own dialogue. The students had no difficulties doing this task because there were some familiar things they usually found in daily life. They were just a bit confused in distinguishing ‘hat’ and ‘cap’. After matching activity, the researcher and the students discuss it together.

Then, the students were to take a look at the next page. It was a dialogue entitled ‘At a Gift Shop’. There were two characters in the dialogue. They were a customer and a shopkeeper. The students were to practice the dialogue together. After that, the researcher asked some questions related to the dialogue. This following extract shows the students participation in the middle of the discussion.

Selesai mempraktekan dialog, P memberikan beberapa pertanyaan mengenai dialog tersebut. “Well, class. What is it about?” “Customer and shopkeeper.” “What does the customer do?” S hening sejenak dan salah satu siswa bernama Inez menjawab “The customer wants to buy T-shirt.” “How many T-shirts?” “hmmm five... five.” “Okay, good job. Fa’is.
 (After practicing the dialogue, R gave some questions related to the dialogue. ““Well, class. What is it about?” “Customer and shopkeeper.” “What does the customer do?” S were silent for a moment and one of the students named Inez answered ““The customer wants to buy T-shirt.” “How many T-shirts?” “hmmm five... five.” “Okay, good job. Fa’is. And then what happened after that?” “The price is too expensive right?” “Yes. So, the customer bargains the price. What is bargain?” Fajar answered “I see, if the price is too expensive hmmm... bargain? “Yes, good, Fajar. Bargain means *menawar*. So the customer can get the cheaper price after bargaining”)

(FN. 07 – 25/4/2014)

Based on the extract above, the students could participate actively in the discussion using English. They were confident to deliver their ideas in English. After discussing the dialogue, they were to do the next tasks. It was the similar to the previous meeting. They were to classify the vocabulary found in the dialogue into the correct word classes. The researcher gave 10 minutes to finish it but the students finished it in 5 minutes only. It implied that the students did not have

many problems related to the word classes. They already understood this task after doing it in their second time.

Then, she moved to the last task. She asked the students to mention some expressions had been learned in the previous meeting. All the students memorized the expressions had been discussed before. They also mentioned some examples of each expression. In this cycle, she added two new expressions that day. There were expressions of bargaining and refusing information. She explained the functions of each expression and provided them with some examples as presented in the following extract.

 And then what happened after that?" "The price is too expensive *ya*?" "Yes. So, the customer bargains the price. What is bargain?" *salah satu siswa bernama Fajar menjawab "oh... itu Ma'am nek kelarangen, hmmm... nawar?"* "Yes, good, *Fajar*. Bargain means *menawar*. So the customer can get the cheaper price after bargaining"

(And then what happened after that?" "The price is too expensive, isn't it?" "Yes. So, the customer bargains the price. What is bargain?" Fajar answered "I see, if the price is too expensive hmmm... (menawar) bargain? "Yes, good, *Fajar*. Bargain means *menawar*. So the customer can get the cheaper price after bargaining")

(FN. 07 – 25/4/2014)

 "Then, what about the shopkeeper? Does the shopkeeper agree?" "No, Ma'am. But the price *agak murah sedikit*." *S menjawab*. "Well, class, if you want to refuse the price bargaining, *harus dengan sopan lho ya*. Don't speak rudely. *Jangan menolak dengan kasar*. For example, you say: no, you can't, just go to another shop!" *Kemudian S tertawa "hahahaha...."* "*Lalu, bagaimana caranya?* By saying: I am sorry, you can't *atau bisa ditambah* These T-shirts are high quality T-shirt, *dan boleh menyebutkan alasan mengapa harganya agak mahal sedikit, misalnya.*"

("Then, what about the shopkeeper? Does the shopkeeper agree?" "No, Ma'am. But the price is a bit cheaper." *S answered*. "Well, class, if you want to refuse the price bargaining, please say it politely. Don't speak rudely, for example, you say: no, you can't, just go to another shop!" *S laughed "hahahaha..."* "Then, how to say it? By saying: I am sorry, you can't or you can add These T-shirts are high quality T-shirt, you may also give the reason why it is expensive, for example.")

(FN. 07 – 25/4/2014)

She also invited the students to mention their own examples orally. After the explanation was clearly delivered, the students were to mention some expressions based on the dialogue and discussed it with the researcher.

Before closing the lesson, she gave a summary of the today's lesson and asked whether the students had difficulties or not. She also reminded them to remember all of the expressions learned today. She asked one of the students to lead the prayer. After the prayer, she closed the class that day by greeting.

2) Meeting 2 (At a Gift Shop)

The second meeting was conducted on Friday, May 2nd, 2014. The researcher on that day led the students to learn about Modals and to arrange the jumbled dialogue. The students were also to identify the expressions based on the dialogue and practice their speaking through performing the dialogue in pairs. They practiced speaking from the dialogue they had arranged.

The researcher started the class by greeting the students and she asked the captain of the class to lead the prayer. Then she checked the classroom's condition and called the roll. In the last meeting, there was a student named Tataq who did not join the class because he got an accident but no one was absent today. Tataq had joined the class because he got well. That day was Friday and English was the first subject. In every first subject, the students should start the lesson by read Quran together. The captain of the class led the tadarus. They did it in 15 minutes as in the last meeting. After the students were ready to start the class, the

researcher was helped by the collaborator and a student to pass the worksheets to each student.

The researcher started the lesson by recalling the students' memory about the topic being discussed in the previous meeting. It was to measure the students' understanding related to materials before. The field note below contains a note describing the class situation in the beginning of the English lesson that day.

"Well, class. Do you still remember what we have learned last week?" "Yes, Ma'am!" *jawab S serempak*. "Good. So, what have we learned, class?" "About gift shop, Ma'am!" "Expressions." "Ya... semuanya betul, anything else?" "Expressions tawar-menawar!" "Great, class. Setelah menawar, lalu?" "Oh ya, merespon expressionsnya." *P kembali me-review pelajaran minggu lalu sambil meminta S untuk menyebutkan beberapa contoh expressions dalam bahasa Inggris.*

("Well, class. Do you still remember what we have learned last week?" "Yes, Ma'am!" S answered. "Good. So, what have we learned, class?" "About gift shop, Ma'am!" "Expressions." "Yes, that's all correct. Anything else? "Expressions of bargaining!" "Great, Class. After that?" "Oh, I see... responding the expressions" R reviewed the previous lesson while asking S to mention the examples of expressions in English.)

(FN.08 – 2/5/2014)

The researcher moved to the next discussion which was about Modals. She explained the materials and gave some examples. She also explained the pattern of using Modals. The students paid attention to the explanation carefully. After the students already understood the lesson, they were to make their own examples using Modals orally. They mentioned it one by one. Some students were confused when they wanted to use adjective in their sentences as presented in the following field note.

Salah satu siswa bernama Bagus menyebutkan contoh lain "You can lazy." "Well, class. How about Bagus' sentence?" *S hening sejenak.* "Apakah lazy itu verb?" "bukan, Ma'am. Lazy is adjective." "Lalu bagaimana kalau mau memakai adjective? Kita harus menambahkan 'be' setelah Modals. Bagaimana ya

kalimatnya?” “You can be lazy, ya?” jawab S serempak. “Yes, that’s true. Oh, no... no... you cannot. You cannot be lazy.” Diikuti tawa dari S. “Hahahaha....” (One of the students named Bagus mentioned another example “You can lazy.” “Well, class. How about Bagus’ sentence?” S were quiet for a moment. “Is lazy a verb?” “It’s not. It’s adjective.” “ So, how’s the sentence? We need to add ‘be’ after Modals. So, what would it be?” “You can be lazy, right?” S answered together. “Yes, that’s true. Oh, no... no... you cannot. You cannot be lazy.” S laughed “Hahaha...”)

(FN.08 – 2/5/2014)

They were also to make the negative form and the interrogative form of their sentences orally. After the researcher explained about Modals, they were able to mention the sentences correctly and they moved to next task which asked them to classify the sentences using Modals that could be found in the dialogue. After they finished the task, the researcher and the students discussed it together.

The researcher moved the discussion to the next page of the worksheet. The students were shown a jumble dialogue. This was Practice step in which the students practiced their speaking performance in pairs. Before performing the dialogue, they were to arrange the jumbled dialogue into the right order. The students were excited to perform in front of the class. They were given 15 minutes to arrange the jumbled dialogue and practice with their partners.



Figure 10: The students practice their dialogues before performing.

After 15 minutes, the researcher asked a pair to perform first but no one was willing to be the first performers. The classroom condition is presented in the following field notes.

“Time’s up. Okay, class, are you ready?” “Yes, Ma’am.” “So, who want to perform first?” S hening untuk beberapa saat. “Ayo... any volunteer?” Novendra dan Tito maju untuk menjadi penampil pertama. Setelah Novendra dan Tito, P mempersilakan mereka untuk memilih siapa yang tampil setelah mereka. Beberapa S ingin dipilih karena setelah itu mereka dapat memilih teman yang lain. (“Time’s up. Okay, class, are you ready?” “Yes, Ma’am.” “So, who want to perform first?” S were silent for a moment. “Come on... Any volunteer?” Novendra and Tito come to in front of the class to perform first. After they performed, R asked them to choose the next performers. Some of the students wanted to be chosen because after performing, they can choose the other friends.”)

(FN.08 – 2/5/2014)

After all students performed their speaking, the researcher gave feedback related to the students’ performances. The students performed their speaking well.

Their pronunciation was good. There were no students who still mispronounced the words because they had understood how to pronounce it by having pronunciation drilling in the beginning of the lesson.

Before closing the lesson, the researcher summarized the materials that had been learned that day. She also asked some questions related to the topic to remind them of the lesson. When the time was up, the researcher ended the lesson by asking one of the students to lead the prayer. She closed the class by greeting and reminded the students to practice their speaking because they will have post-test in the next meeting.

c. Reflection

After implementing the Cycle II, the students speaking ability was improved. There were some aspects that needed to improve in the Cycle I. Firstly, in pronunciation aspect, in this cycle, the students' pronunciation was improved and they seldom mispronounced the words because they were always given pronunciation drill in the beginning of the lesson. Secondly, they students had better vocabulary mastery. They enriched their vocabulary mastery by having drill and doing some tasks.

The topic was 'At the Gift Shop'. It was almost similar to the previous topic. The students still had the same characters as a customer and a shopkeeper but in different context to make students more familiar with the expressions. In the beginning of the lesson, they were given pronunciation and vocabulary drills related to the topic being discussed to stimulate them in enriching new words.

After conducting this cycle, there were some improvements related to the students' speaking ability. The students were more confident in speaking activity. They showed great willingness to speak in English although some of the students were still a bit shy to speak in front of the classroom. The students could perform their speaking naturally without reading the script.



Figure 11: The students perform their speaking.

This following transcript shows the students' condition related to speaking practice.

-
- P : *Over all, kamu senang tidak dengan kegiatan bermain peran seperti kemarin? (Do you like to have role-play activity?)*
- S : **Sangat senang!** Pas banget besok-besok kita mau ada drama lho, Ma'am. **(I like it. I am happy.** We will have drama next time, Ma'am)
- P : Wah, pasti seru ya. Semoga membantu ya, dear. (It must be interesting, hopefully this activity helps you a lot.)

(Interview 4 – 2/5/2014)

-
- P : Selama beberapa *meeting* kemarin *kan* pelajaran bahasa Inggrisnya sama saya, menurut kamu bagaimana? Menarik tidak? (We have learned English together for some meetings. What do you think? Was it interesting?)
- S : **Menarik, seru juga. (Yes, it was interesting and also fun.)**

(Interview 5 – 2/5/2014)

The students showed their enthusiasm in learning speaking by having role-play. It helped them encouraging their confidence. They will also have drama in the next semester so they can learn to speak in front of many people. The explanation from the researcher was also clear. They students could easily understand the materials through instruction from the researcher as presented in the following transcript.

-
- P : Cara menjelaskan materinya bagaimana? Sudah cukup jelas? (How about the explanation? Was it clear enough?)
- S : Jelas *kok, kan* suaranya keras jadi *gak* ada yang ribut sendiri-sendiri *hehehe...* (It was clear because your voice was so loud so none of us was busy with other things.)

(Interview 5 – 2/5/2014)

The explanation from the researcher was clear so the students could easily understand the materials. It helped them to focus on the lesson because they were not busy playing and ignoring the explanation about the lesson. Sometimes they did not pay attention to the lesson, after applying role-play technique, they had some activities to make them more focused on the lesson.

The students also had more opportunities in speaking activity because in this cycle, all of the students performed their speaking in pairs. Not only encouraging their confidence, but having role-play activities also provided chance for the students to actively speak in English. The following transcript illustrates their condition.

-
- P : Biasanya **kegiatan speaking yang sering dilakukan di kelas** apa sih?(What is the speaking activity usually done in the class?)

- S : **Berbicara di depan kelas** pernah, trus **membuat dialog** juga. (Speaking in front of the class and making dialogue.)
- P : Setelah membuat dialog, **sering tampil tidak?** (**After making dialogue, did you perform it?**)
- S : **Kadang tampil, tapi *ndak* semua siswa tampil.** Kadang hanya beberapa saja. (**Sometimes, but not all of the students perform it.** Sometimes it was only some of us.)
- P : Oh, jadi tidak semua ya. **Kalau kemarin ketika kita ada *role-play* bagaimana menurutmu?** (So, not all of the students, right? **What do you think about role-play yesterday?**)
- S : Seru, *soalnya* kan semua siswa tampil, *gak* ada yang *gak* tampil. Jadi semuanya *kebagian* dan dapat kesempatan maju. **Jadi seru, Ma'am.** (It's so fun because all of us performed, **so all of us had chances to speak. It's fun, Ma'am.**)

(Interview 5 – 2/5/2014)

In summary, some improvements were made after Cycle II. The following table shows the comparison of the situation after Cycle I and Cycle II.

Table 8: Comparisons of the Situations after Cycle I and Cycle II.

No.	After Cycle I	After Cycle II
1.	Some of the students understood the meaning of some words after vocabulary drill and did tasks.	All of the students could identify the meaning of some words and classify them into the correct word classes.
2.	The students became more aware of their pronunciations and expressions after the drills.	The speaking practices made the students more aware to improve their speaking ability.
3.	The students unwillingly accessed the dictionary to find the meaning of some words.	Some students accessed the dictionary to find the meaning of some words.
4.	The role-play technique applied in the classroom gave opportunities to speak in English.	The role-play technique applied in the classroom improved the students' speaking ability in terms of pronunciation, accuracy, fluency, and vocabulary aspect.
5.	The students worked in pairs and interacted with their partners in doing the tasks.	The students worked in pairs and interacted with their partners in doing the tasks.
6.	The students were given expression drill and explanation about Simple Present Tense.	The expressions were added and grammar focused on Modals.
7.	Some of the students read aloud the script when performing role-	All of the students could perform the role-play without read aloud the

	play and they were still shy to perform the role-play activity in front of the class.	scripts and they were more confident in speaking English and performing the role-play activity in front of the class.
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3. Research Findings and Discussions

This section consists of the findings of the research in the form of qualitative and quantitative data. The qualitative data deal with the general findings of the result in each cycle, while the quantitative data present in the form of the students' scores of the pre-test and the post-test. The data in this part show the findings collected during Cycle I and Cycle II, how the changes were made, and the results of the change after each cycle.

The problem of the English teaching and learning process in Class VIII A before the implementation of the actions was the students' low speaking ability caused by the lack of speaking practice done in the learning process. It caused the limited chances for the students to have speaking practice because the teaching technique used in the classroom did not stimulate them to have opportunities to speak in English. The students also had a problem related to self-confidence when they were to speak in English. It made them nervous so they cannot speak fluently. Therefore, the actions to overcome the problems were needed to be applied to improve the students' speaking ability.

Role-play technique was chosen to improve the students' speaking ability because it was expected to provide wider opportunities for the students to participate. By providing opportunities to speak English, the students were expected to improve their speaking ability. This technique allowed the students to actively participate in speaking activity as presented by Harmer (2001:273). It is

stated that in role-play the students think themselves as real participants in the situation so they can explore their imagination while practicing their speaking.

Role-play technique also provided them some interaction in the classroom. It stimulated them to involve themselves in the speaking activity and be motivated to speak English which was beneficial to increase their self-confidence. Ladousse (2004) states that role-play is one of a whole gamut of communicative techniques which develops fluency in language, which promotes interaction in the classroom, and which increases motivation. Students are asked to play a part as either own or somebody's character in specific situation.

Before the implementation of the speaking activities, the students were presented vocabulary and expressions that will be used later. The drills were done to help them develop their accuracy and prepare them to the speaking performance (Littlewood in Richards, 2006:18).

Pronunciation drills were also done to strengthen the students' pronunciation. Brown (2001:272) proposes that drills are part of communication activities and it offers an opportunity for the students to listen and repeat the words orally.

In the end of the lesson, a reflection was done to discuss about what the students had learned and the difficulties they found in the teaching and learning process. The researcher also gave feedback related to the students' participation during the class. She gave the right pronunciation of some words that had been mentioned by the students. She appreciated those who participated actively during the practices and also supported the students to be more motivated in the next

class. The following descriptions are the findings on the use of the role-play technique in improving students' speaking ability.

a) Cycle I

All of the students joined the activities in the Cycle I. The topic was "At the Grocery Store". The students were enthusiastic to learn because there was something new in the lesson such as topic, worksheets, and media (contextual pictures). They were given some new vocabulary and expressions related to the topic. They were also did pronunciation drills before having speaking practice. The students were excited to discuss with the researcher but when it came to the speaking practices, some of the students showed their unwillingness to speak in English. The researcher needed more time to invite the students to speak English. Some of them were shy and some others were nervous although they worked in pairs. They were afraid to make mistakes because they usually just read aloud from the textbook or the script when they were to speak in English. Furthermore, in this cycle, they students mostly read the text when they performed in front of the class.

b) Cycle II

In Cycle II, the researcher gave a different topic. It was about "At a Gift Shop". Even though the topic was different from the Cycle I, the students still had similar activities to the previous one. It was aimed to make them practice more. They were to identify the vocabulary, to pronounce some words and to classify the expressions. They were more enthusiastic because they had practiced it before. Some drills were still used because they found some new words and expressions.

They were given a speaking activity. It was about shopping at a gift shop. The students worked in pairs in making the scripts and the story in their dialogues. Before performing, they were given several minutes to practice their dialogue. After all of the students were ready, the researcher asked them to perform in front of the classroom.

In performing role-play, all of the students did not read their script. They did it naturally based on the context given by the researcher. Some of the students even improvised their performance from the scripts they made. They could perform role-play in pairs in front of the classroom very well because they did some practices in the previous cycle. The students' speaking ability improved well.

Table 9: Comparison of the Situations during Cycle I and Cycle II

No.	Problems	Cycle I	Cycle II
1.	The students lacked vocabulary mastery.	Some of the students understood the meaning of some words after vocabulary drill and did tasks.	All of the students could identify the meaning of some words and classify them into the correct word classes.
2.	The students did not know how to pronounce some words.	The students became more aware of their pronunciations and expressions after the drills.	The speaking practices made the students more aware to improve their speaking ability.
3.	The students did not know the meaning of some words.	The students unwillingly accessed the dictionary to find the meaning of some words.	Some students accessed the dictionary to find the meaning of some words.
4.	The teaching technique applied in the classroom did not encourage the students to practice speaking skill.	The role-play technique applied in the classroom gave opportunities to speak in English.	The role-play technique applied in the classroom improved the students' speaking ability in terms of pronunciation, accuracy, fluency, and vocabulary aspect.
5.	The teaching technique	The students worked in	The students worked in

	applied in the classroom did not stimulate the students to interact with others so the students cannot communicate to each other actively.	pairs and interacted with their partners in doing the tasks.	pairs and interacted with their partners in doing the tasks.
6.	The students were afraid to make mistakes in speaking English so they relied on the text while performing speaking in front of the classroom. The performed speaking as reading aloud.	The students were given expression drill and explanation about Simple Present Tense.	The expressions were added and grammar focused on Modals.
7.	The students were shy and not confidence to speak in English.	Some of the students read aloud the script when performing role-play and they were still shy to perform the role-play activity in front of the class.	All of the students could perform the role-play without read aloud the scripts and they were more confident in speaking English and performing the role-play activity in front of the class.

In the end of the study, the researcher also conducted an interview with the English teacher to ask for his opinion about the changes made in Class VIII A as presented in the following transcript.

-
- P : Begini, *Pak*. **Bagaimana pendapat Bapak tentang kegiatan belajar mengajar bahasa Inggris** kemarin selama penelitian berlangsung? (What do you think about the English lesson during the study?)
- GBI : Menggunakan teknik *role-play* ya? (Using role-play technique?)
- P : *Nggh, Pak*. (Yes, sir.)
- GBI : **Menarik ya, anak-anak memiliki kesempatan untuk *speaking* dan beberapa yang masih malu-malu sudah cukup terbantu dengan *role-play* kemarin itu. *I think it was really helpful* ya, *Mbak*.** (It's interesting, the students had opportunities to speak and some of them who were still shy can be helped using role-play.)
- P : Wah, begitu ya, *Pak*. Lalu untuk **cara mengajar saya sendiri bagaimana, *Pak*?** (Then, how about the way I taught them?)
- GBI : Sudah cukup bagus *kok*, **suaranya sangat jelas sampai ke belakang** jadi siswa yang biasanya ribut itu deretan Bagas dan Aji jadi bisa *pay attention* ke *teachernya*. (It's good, your voice was clear so the students who usually made noises like in Bagas and Aji's row can pay attention to the teacher.)

- P : Biasanya *agak* ribut ya, *Pak*? (Did the usually make noises?)
- GBI : *Sometimes* ribut sendiri atau tidak memperhatikan tapi untuk kelas VIII A ini memang lebih mudah diarahkan ya *Mbak* ya... (Sometimes they made noises or did not pay attention to the lesson but this class can be managed easily.)
- P : Iya, *Pak*. Sangat baik sekali siswa-siswanya, *hehehe*... untuk **kesulitan siswa sendiri bagaimna menurut Bapak?** (Yes, sir. They all were so kind. How were the students' difficulties in learning English so far?)
- GBI : Kalau kesulitan itu biasanya karena **mereka malu untuk tampil ke depan kelas walaupun ada temannya jadi kurang *all out* mereka karena grogi.** (Some of them were shy to perform in front of the classroom though they performed it with their friends because they were nervous.)
- P : Oh begitu ya, *Pak*. *Kan* kemarin sudah menerapkan *role-play* ya, *Pak*, menurut Bapak **bagaimana penampilan siswa?** (What do you think of the students' performances after applying role-play?)
- GBI : **Lebih baik** ya, untuk yang terakhir kemarin itu, **sudah tidak terlalu grogi** ya kelihatannya, *Mbak*. Lebih ***fun dan confident*** lagi siswanya. (It's better, for the last performance, they started to be more confident. More fun and confident.)

(Interview 6 – 9/5/2014)

From the transcript above, it shows that the role-play technique was effective to improve the students' speaking ability because it provided opportunities for the students to practice as stated by Killen (1998) that role-play can give students opportunities to practice in thinking real-life roles and dealing with real-work problems. Role-play provides some framework in which students build their own sentences but they may decide by themselves what they want to say. To sum up the findings of the study, she presents the quantitative data in the next section.

c) The Students' Speaking Scores

In this section, the researcher discusses the quantitative data. They were in the form of the students' score of the pre-test and post-test. She shows the general finding of students' scores in four aspects of speaking, namely, pronunciation,

fluency, accuracy and vocabulary. The scores were analyzed using IBM SPSS Software 20. The output of the data is presented as follows:

Table 9: **Paired-Samples Statistics – Pre-test and Post-test**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	16.2500	24	3.12424	.63773
	Posttest	25.1667	24	2.79233	.56998

Table 10: **Paired-Samples T-Test – Pre-test and Post-test**

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-8.91667	1.74248	.35568	-9.65245	-8.18088	-25.069	23	.000

The t-test used the students' scores to find the probability value (p value).

From the result above, p value is 0.00. The result was statistically significant because p value was lower than the significance level ($0.00 < 0.05$). It means that the application of the role-play technique shows a significant influence in the students' speaking ability seen from the result of the pre-test and the post-test scores. Finally, it can be said that the application of the role-play technique influences the speaking ability of the students.

The following table shows the students speaking scores in the pre-test and post-test. There are two forms of scores: 1-32 scale and its value in 1-100 scale. The table consists of mean, median, mode, and Pearson coefficient correlation which shows the reliability of the data taken by the raters.

Table 11: The Students' Speaking Scores

No.	Students	Pre-test		Post-test	
		1-32 Scale	Value	1-32 Scale	Value
1.	Student 1	12	37.5	20	62.5
2.	Student 2	12	37.5	20	62.5
3.	Student 3	15	46.9	21	65.6
4.	Student 4	22	68.8	30	93.8
5.	Student 5	21	65.6	29	90.6
6.	Student 6	15	46.9	24	75
7.	Student 7	24	75	29	90.6
8.	Student 8	14	43.8	22	68.8
9.	Student 9	14	43.8	25	78.1
10.	Student 10	15	46.9	27	84.4
11.	Student 11	16	50	27	84.4
12.	Student 12	15	46.9	26	81.3
13.	Student 13	14	43.8	25	78.1
14.	Student 14	15	46.9	24	75
15.	Student 15	15	46.9	24	75
16.	Student 16	21	65.6	28	87.5
17.	Student 17	15	46.9	24	75
18.	Student 18	18	56.3	25	78.1
19.	Student 19	16	50	27	84.4
20.	Student 20	15	46.9	25	78.1
21.	Student 21	13	40.6	22	68.8
22.	Student 22	19	59.4	28	87.5
23.	Student 23	17	53.1	25	78.1
24.	Student 24	17	53.1	27	84.4
	The Highest	24	68.8	29	90.6
	The Lowest	12	37.5	20	62.5
	Mean	16.25	50.80	25.17	78.65
	Median	15	46.9	25	78.1
	Mode	15	46.9	25	78.1
	Pearson Coefficient Correlation (<i>r</i>)	0.739		0.819	

The results show that the mean, median, and mode all show greater improvements after the implementation of the actions. The mean score in the pre-test was 16.25 in the 1-32 scale score. Meanwhile, the mean score rose into 25.17

in the 1-32 scale score. In addition, the data is reliable by the fact that their Pearson' coefficient correlations (r) were 0.739 in the pre-test and 0.819 in the post-test.

The data above supported the observation results as well as the interview transcripts that indicate the success of the application of the role-play technique is improving the students' speaking ability. Their improvement is shown in the following chart.

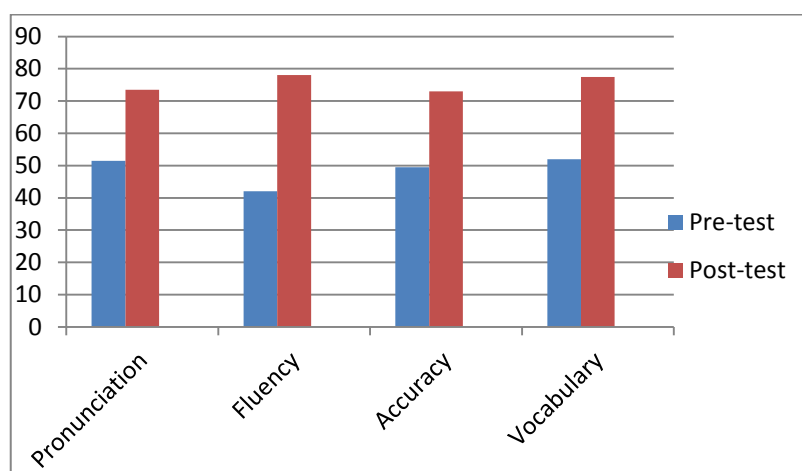


Figure 12: The Chart of Students' Speaking Scores in the Pre-test and Post-test.

From the chart above, it shows the students' improvements in four aspects involving pronunciation, fluency, accuracy, and vocabulary from the pre-test to post-test. She also analyzed them by comparing the total scores of each aspect. In the pre-test, their fluency was the lowest one. After conducting the post-test, this aspect became the highest one even though the other aspects also showed great improvement as well. It means that by applying the role-play technique the students' speaking ability was improved especially in fluency.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This section focuses on answering the question in the formulation of the problem, which is “How can the application of role-play technique improve speaking ability of Class VIII A students of SMP Negeri 1 Pakem?”. The researcher carried out this action research on April to May 2014 and it was conducted in two cycles. The study has investigated how the application of role-play technique could be implemented to improve the students speaking ability.

Before implementing the actions, the researcher conducted classroom observation and interviews with the English teacher and the students to find the problems in the teaching and learning process of speaking. The students had low speaking ability because they lacked opportunities to speak English. In reference to the data analysis in this research, the application of the role-play technique is believed to be effective to improve students’ speaking ability. To support this result, there are two kinds of data presented in this research, namely qualitative and quantitative data.

In terms of qualitative data, the researcher showed that role-play technique can increase the students’ speaking ability. They are more motivated in speaking English because all of the students were given more opportunities to speak English. Meanwhile, in terms of the quantitative data, the improvement of students’ speaking ability can be seen from the students’ scores. The researcher

conducted pre-test and post-test to see the students' improvement in speaking English. The mean score in the pre-test was 16.25 in the 1-32 scale score. Meanwhile, the mean score improved to 25.17 in the 1-32 scale score. Therefore, the improvement from the pre-test to the post-test was 8.92.

B. Implications

Based on the observation, the researcher found that the speaking activities in the classroom are rarely given and students' speaking ability is low. The students' speaking ability can be improved by providing adequate speaking practices that can stimulate them to speak English more frequently. A role-play technique can be applied in the teaching and learning process to make them accustomed to speaking English.

However, the researcher believes that drillings involving pronunciation, vocabularies, and expressions, also play an important role in the implementation of the actions. Those speaking activities help to give some positive effects on the students' speaking ability. Firstly, the students are more motivated in learning speaking because they learn speaking in a fun way. Secondly, they work cooperatively because during the lesson, they work in pairs and discuss the tasks with their partners. Thirdly, they are more confident to speak in English and lastly, they can improve their speaking ability.

C. Suggestions

Based on the conclusion and implications explained above, the researcher proposes the following suggestions for the English teacher, students, and other researchers as presented below:

1. English Teachers

A role-play technique can be a good technique for teaching English especially for improving the students' speaking ability. It can be used to teach language functions in an interesting way. It is important to provide interesting activities to make the students keep paying attention to the teaching and learning process.

This technique makes the students actively involved in the lesson. They can actively take part in playing the roles. The English teacher should stimulate the students through pronunciation and vocabulary drills at the beginning of the lesson. The English teacher should also give expressions drills to provide the students with appropriate expressions that will be used in the students' performances. Therefore, the English teachers are suggested that they should use the role-play technique to improve the students' speaking ability. The teacher should also be creative designing materials and the media.

2. Students

Through the role-play technique, the students are accustomed to speaking in English. The activities before the role-play should be followed by activities to make them improve their speaking ability such as drillings and others tasks. It is suggested that they should be engaged in the whole activities to improve their

speaking ability. This technique also provides them models in communicating in their daily life using English.

3. Other Researchers

This study describes how the role-play technique can be applied to improve the students' speaking ability. For other researchers who are interested in conducting research in the same field, the researcher suggests that they carefully examine the activities that will be used. They should also consider the English proficiency of the students and the aspects that should be focused more. This study may be used as one of the references before they conduct research related to the students' speaking ability.

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LIST OF APPENDICES

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SCHEDULE OF THE RESEARCH

Activity	Day, date	Time
Asking for the Research Permission	Wednesday, April 7 th 2014	08.30 – 08.40 WIB
Interview with the English Teacher	Wednesday, April 7 th 2014	08.45 – 08.55 WIB
Classroom Observation	Thursday, April 10 th 2014	10.55 – 13.15 WIB

Activity	Day, date	Time
Pre-Test	Friday, April 11 th 2014	08.00 – 09.30 WIB

Cycle	Meeting	Day, date	Time
Cycle 1	1	Thursday, April 17 th 2014	10.55 – 13.15 WIB
	2	Thursday, April 24 th 2014	10.55 – 13.15 WIB
Cycle 2	1	Friday, April 25 th 2014	08.00 – 09.30 WIB
	2	Friday, May 2 nd 2014	08.00 – 09.30 WIB

Activity	Day, date	Time
Post-Test	Thursday, May 8 th 2014	10.55 – 13.15 WIB

COURSE GRID FOR TEACHING-LEARNING OF SPEAKING

For Grade VIII of SMP Negeri 1 Pakem in the Academic Year of 2013/2014

Standard Competence:

Speaking

9. Expressing the meaning in short and simple transactional and interpersonal spoken texts to interact with the nearest surroundings

No	Basic Competence	Indicators	Teaching Learning Activities	Role Play (Cycle 1)	Topic	Learning Materials			Evaluation	Media
						Grammar	Vocabulary	Expressions		
1.	9.1. Expressing the meaning of transactional (to get things done) and interpersonal (socializing) spoken texts using spoken language accurately, fluently, and appropriately to interact with the nearest surroundings involving some speech acts: asking for and giving service, asking for and giving and refusing	<ul style="list-style-type: none"> The students are able to: Identify vocabulary related to the picture carefully Pronounce the words related to the topic being discussed correctly Identify the meaning of the words being discussed appropriately Classify some 	<ul style="list-style-type: none"> Presentation: The students are shown some pictures about the contextual situation of a shopkeeper and a customer in a grocery store. The students are to mention some vocabularies based on the pictures. The students are given vocabulary drills the students related to the pictures. The students are given a role-play about a 	<ul style="list-style-type: none"> Actors: Shopkeeper Customer Setting (place): At a grocery store Steps: The students act as shopkeeper and customer. The shopkeeper offers some helps to the customer and they 	At a Grocery Store	<ul style="list-style-type: none"> Simple Present Tense: (S+V1+O) Nouns: Countable nouns An orange, bananas, a banana, an eggs, etc. Uncountable nouns A cup of milk, a loaf of bread, etc. 	<ul style="list-style-type: none"> Nouns: shop shopkeeper customer fruits vegetables sugar flour rice milk etc. Verbs: buy serve sell etc. Adjectives: cheap expensive patient polite etc. 	<ul style="list-style-type: none"> Offering help: -Can I help you? -Is there anything I can do for you? Asking for information: -How much is it? Giving information: -It is Rp. 15.000,-/kg Gratitude -Thank you. -Thanks a lot Responding 	<ul style="list-style-type: none"> Instrument Customer: Your mother asks you to go to the grocery store and buy some things for cooking and also some fruits and vegetables. This is your first time to do this by yourself. At the grocery store, you need some helps from the shopkeeper about the price and the location of several things. Shopkeeper: 	<ul style="list-style-type: none"> -Pictures about a shopkeeper and a customer in a grocery store -Situational context consists of some roles for the students.

	<p>information, asking for, giving and refusing opinions and offering/giving/ refusing something.</p>	<p>words into the word classes correctly</p> <ul style="list-style-type: none"> • Identify the expressions used in the dialogues carefully • Classify the expression correctly • Use expressions of asking for information politely • Use expressions of offering help politely • Use expressions of giving information correctly • Respond to the expressions appropriately 	<p>shopkeeper and a customer at a grocery store.</p> <ul style="list-style-type: none"> • The students are shown some expressions about shopping activity • The students identify some expressions based on the role-play. • The students are given material about the Simple Present Tense and asked to classify Simple Present sentences based on the dialogue. <p>Practice:</p> <ul style="list-style-type: none"> • The students are to mention the sentences orally. • The students are given a jumbled dialogue between a shopkeeper and a customer. • The students are to arrange the jumbled dialogue 	<p>have short conversation about the things that will be bought by the customer.</p> <ul style="list-style-type: none"> • The teacher gives situational context. 			<p>Adverbs: Place at home at the grocery store</p> <p>Time: tomorrow this morning on the weekend etc.</p> <p>Manner: easily politely quickly etc.</p>	<p>to gratitude -You are welcome -Anytime</p>	<p>You are a shopkeeper of a grocery store. You have been working here for 2 years. You know exactly the location of everything that is sold here. You should give correct information and help the customer politely to make he or she feels comfortable to shop in this store.</p> <p>Assessment: Students' speaking performances -Fluency -Accuracy -Pronunciation -Vocabulary</p>	
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		<ul style="list-style-type: none"> • Express their gratitude and respond to gratitude expressions appropriately • Make dialogues related to the situational context appropriately • Perform their dialogues communicatively 	<p>into the right order.</p> <ul style="list-style-type: none"> • The students are to classify the expressions used in the dialogue. • The students are to perform the role-play in pairs. • The students are given some feedback related to the students' performances. <p>Production:</p> <ul style="list-style-type: none"> • The students are given a picture about grocery shopping and some information or criteria about the shopkeeper and the customer. • The students are given some minutes to practice the role-play. • In pairs, the students perform the role-play in 							
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			<p>front of the classroom.</p> <ul style="list-style-type: none">• The students are given feedback after they perform the role-play.							
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No	Basic Competence	Indicators	Teaching Learning Activities	Role Play (Cycle 2)	Topic	Learning Materials			Evaluation	Media
						Grammar	Vocabulary	Expression		
2.	9.1. Expressing the meaning of transactional (to get things done) and interpersonal (socializing) texts using spoken language accurately, fluently, and appropriately to interact with the nearest surroundings involving some speech acts: asking for and giving service, asking for and giving things, asking for, giving and refusing information, asking for, giving and refusing opinions and offering/ giving/ refusing something.	<p>The students are able to:</p> <ul style="list-style-type: none"> Identify vocabulary related to the picture carefully Pronounce the words related to the topic being discussed correctly Identify the words related to the topic being discussed carefully Identify some expressions used in the dialogue carefully Use expressions of offering help politely Use 	<p>Presentation:</p> <ul style="list-style-type: none"> The students are shown some pictures about the contextual situation of a shopkeeper and a customer The students are given vocabulary drills related to the pictures The students are given a role-play about a shopkeeper and a customer at a gift shop The students are shown some expressions about shopping activity to the students The students are to identify some expressions based on the dialogue <p>Practice:</p> <ul style="list-style-type: none"> The students are given 	<p>Actors:</p> <ul style="list-style-type: none"> Shopkeeper Customer <p>Setting (place):</p> <ul style="list-style-type: none"> At a gift shop <p>Steps:</p> <ul style="list-style-type: none"> The students act as shopkeeper and customer. The shopkeeper offers some helps to the customer and they have short conversation about the things that will be bought by the customer. The customer asks for the 	At a Gift Shop	<p>Simple Present Tense: (S+V1+O)</p> <p>Modals: Can May Shall Should Will Must (S+Modals+ V1+O)</p>	<p>Nouns: shop shopkeeper customer clothes discount t-shirts pants souvenir hat cap price etc.</p> <p>Verbs: buy serve bargain sell etc.</p> <p>Adjectives: cheap expensive affordable talkative patient polite etc.</p>	<p>Offering help:</p> <p>-May I help you?</p> <p>-Can I help you?</p> <p>-Is there anything I can do for you?</p> <p>Asking for information:</p> <p>-How much is this?</p> <p>-Is there any special discount?</p> <p>Giving information:</p> <p>-It is Rp. 65.000,00/ each</p> <p>-You will get 25% discount if you buy 3 items.</p> <p>Bargaining:</p> <p>-Can I get Rp. 40.000,00 for this t-shirt?</p>	<p>Instrument Customer:</p> <p>There is a customer wants to buy some clothes in a gift shop. He asks for certain designs and size. He also needs some helps from the shopkeepers and tries to bargain the price to get the cheaper one.</p> <p>Shopkeeper:</p> <p>There is a shopkeeper offers some helps to the customer. He helps the customer to look for suitable clothes.</p> <p>Assessment:</p> <p>Students' speaking performances</p> <p>-Fluency</p> <p>-Accuracy</p>	<p>-Pictures about a shopkeeper and a customer in a gift shop</p> <p>-Situational context consists of some roles for the students.</p>

		<p>expressions of asking for information appropriately</p> <ul style="list-style-type: none"> • Use expressions of refusing offers politely • Respond to the expressions appropriately • Use expressions of giving information correctly 	<p>pronunciation drills.</p> <ul style="list-style-type: none"> • The students pronounce the words related to the pictures shown. • The students practice the role-play given by the teacher. • The students practice the role-play in front of the classroom. <p>Production:</p> <ul style="list-style-type: none"> • The students work in pairs. They have to perform the role-play about shopping in a gift shop and bargaining the price. The performance is about a shopkeeper and a customer. • The students are given feedback after they perform the role-play. 	<p>price and tries to bargain it to get the cheaper price.</p> <ul style="list-style-type: none"> • The shopkeeper makes the decision about the price. • The teacher gives situational context. 				<p>-It's too expensive. How about Rp. 40.000,00 for each T-shirt?</p>	<p>-Pronunciation -Vocabulary</p>	
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LESSON PLAN

School : SMP Negeri 1 Pakem

Subject : English

Grade : VIII

Semester : 2

Topic : At a Grocery Store

Skill : Speaking

Meeting : 1-2 (Cycle 1)

Time Allocation : 6 x 40 minutes

Standard of Competence

9. Expressing the meaning of short and simple transactional and interpersonal spoken texts to interact with the surroundings

Basic Competence

9.1. Expressing the meaning of transactional (to get things done) and interpersonal (socializing) spoken texts using spoken language accurately, fluently, and appropriately to interact with the surroundings involving some speech acts: **asking for and giving service**, asking for and giving things, **asking for, giving** and refusing **information**, asking for, giving and refusing opinions and offering/giving/refusing something.

Learning Objectives

- Students are able to express the meaning of transactional and interpersonal spoken texts involving some speech acts: **asking for and giving service**, and **asking for, giving and refusing information** accurately, fluently, and appropriately to interact with the surroundings.

Characters

- Cooperation
- Confidence
- Diligence

Indicators

At the end of the lesson, the students will be able to:

- identify vocabulary related to the pictures carefully

- pronounce the words related to the topic being discussed correctly
- identify the meaning of the words being discussed appropriately
- classify some words into the word classes correctly
- identify the expression used in the dialogues carefully
- classify the expression correctly
- use expression of asking for information politely
- use expression of offering help politely
- use expression of giving information correctly
- respond to the expression appropriately
- express their gratitude and respond to gratitude expression appropriately
- make dialogues related to the situational context appropriately
- perform their dialogues communicatively

1. Learning Materials

a. Scripted dialogues about grocery shopping

At a Grocery Store

By: Ditta Mustika R.

Customer:

You want to celebrate your friend's birthday. You need to prepare some foods, so you go shopping to the grocery store.

Shopkeeper:

You are a shopkeeper in "Fresh" Grocery Store. You should help the customer and serve him or her politely.

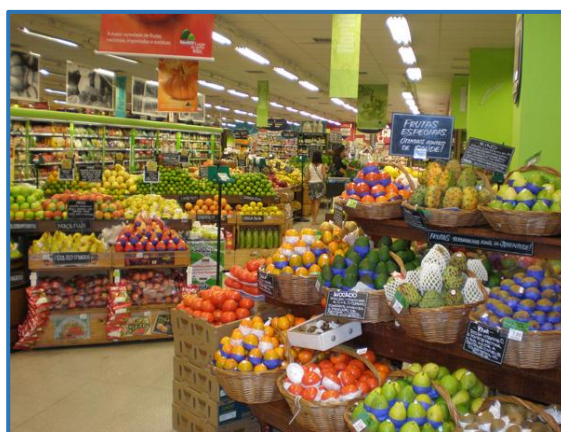
- Shopkeeper : "Good Morning. Welcome to "Fresh" Grocery Store. Can I help you?"
- Customer : "Good Morning. I need to make some delicious menus but I don't want to take too long time to make it."
- Shopkeeper : "Well, do you have any special agenda?"
- Customer : "Yes, I want to make some foods for my friend's birthday. It looks something like surprise party. Do you have any idea?"
- Shopkeeper : "Hmmm... a birthday party. Let me think... Why don't you make pancakes, fruit salads, or perhaps a birthday cake?"
- Customer : "Oh that's a great idea. I think pancake and fruit salad are the best."
- Shopkeeper : "Yes, I think so. Why don't you make a birthday cake or chicken soup?"
- Customer : "I am not sure about that. Cake and soup are a bit difficult to make. It takes a long time..."
- Shopkeeper : "So, do you want to make pancake and fruit salad?"
- Customer : "Yes."
- Shopkeeper : "Okay, you need some flour, eggs, some sugar, and some butter to make pancake. Do you know how to make it, right?"
- Customer : "I know. I will take it all because I don't have some of the ingredients at home. What about a kilogram of flour, sugar, and eggs and also a pocket of butter?"
- Shopkeeper : "That's perfect. Anything else?"

Customer : “What about fruit salad?”
 Shopkeeper : “You may use your favorite fruits in it. Do you have some at home?”
 Customer : “Oh, no. I don’t have some.”
 Shopkeeper : “How about apples, grapes, strawberries, oranges and bananas?”
 Customer : “That sounds great but not for bananas. My friend doesn’t like it. Can I take 250 grams of each fruit?”
 Shopkeeper : “Absolutely. Do you need something for the dressing? Olive oil maybe?”
 Customer : “No, thanks. I have my favorite one in my fridge. So, how much is that all?”
 Shopkeeper : “Well, wait a minute... it is Rp. 73.000,00.”
 Customer : “Here is the money. Thank you so much for helping.”
 Shopkeeper : “You are welcome and thank you for shopping at “Fresh” Grocery Store.”
 Customer : “Anytime.”

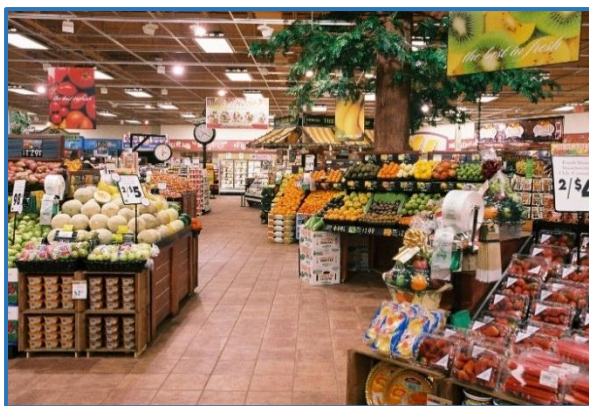
b. Contextual pictures about grocery store



Taken from: www.pennlive.com



Taken from: en.wikipedia.org



Taken from: www.howelcorp.com



c. Related Nouns



Flour /flaʊə r/



Bread /bred/



Sugar /'ʃʊg.ə r/



Butter /'bʌt.ə r/



Fruit /fru:t/



Vegetables /'vedʒ.tə.bl/



Shopkeeper /'ʃɒp.ki:.pə r/



Customer /'kʌs.tə.mə r/

d. Expressions

No.	Expressions	Functions	Examples
1.	Asking for information	To ask for information to someone else	e. "Excuse me, can you tell me where the fruits corner is?" f. "How much is it?"
2.	Offering help	To offer help to someone else	• "Excuse me, what can I do for you?"
3.	Giving information	To respond to a person who asks for information	• "Well, the fruit corner is in your left side beside the vegetables corner." • "It is Rp. 15.000,00/kg. You just need to pay a half price if you buy 3 kilograms."
4.	Gratitude	To say thanks	• "Thank you."

			<ul style="list-style-type: none"> • “Thank you very much.” • “Thanks for your help.” • “Thanks a lot.”
5.	Responding to gratitude	To respond if someone says thanks	<ul style="list-style-type: none"> • “You are welcome” • “Anytime” • “Don’t mention it” • “Not at all”

d. Grammatical features

- Simple present tense

Pattern : Subject + Verb1 + Object

Subject + Verb1 (is, am, are) + Object (Adjective, Noun)

For example : They are shopkeepers.

Fruit salad is very delicious.

Subject + Verb1 + Object (Noun)

For example : I need a kilogram of sugar.

He does not like bananas.

- Nouns

➤ Countable nouns (singular and plural forms)

For example : an orange, oranges, a banana, bananas, an egg, eggs, etc.

➤ Uncountable nouns (cannot be divided into separate elements, should be added by ‘a something of’)

For example : a grain of rice, a cup of milk, a loaf of bread, etc.

2. Teaching-Learning Method: Presentation, Practice, Production (PPP)

3. Activities

No.	Activities	Time
1.	<p>Opening Activities</p> <p>Before the lesson begins, the teacher opens the lesson by greeting and prayer.</p> <ol style="list-style-type: none"> Check the classroom conditions Lead the prayer Ask about the previous lesson <p>Lead in</p> <p>The teacher asks some comprehension questions related to the topic will be discussed.</p> <ol style="list-style-type: none"> Ask the students whether they have ever gone to the grocery store 	20 minutes

3.	<p>Closing Activities</p> <p>Summarizing</p> <ol style="list-style-type: none"> The teacher gives feedback about the previous lesson. The teacher summarizes the lesson. The teacher asks the students about what they have learned. The students are to mention if there is something new they got from the lesson. <p>Reflection</p> <ol style="list-style-type: none"> The teacher asks the students whether they have difficulties or not. The teacher and the students may have a discussion about the lesson. The teacher ends the class by a short prayer and saying good bye. 	20 minutes
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4. Assessment

- Production

Students' Speaking Performance Scores

No.	Name	Aspects (1-4)				Final Score
		Fluency	Pronunciation	Accuracy	Vocabulary	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
Etc.						

Rubrik Penilaian Ketercapaian Karakter

No.	Indikator Karakter	Nilai Kualitatif	Keterangan
1.	Percaya Diri (<i>Confidence</i>)		
	a. Berani maju ke depan kelas untuk menjawab pertanyaan dengan sukarela	MK	Membudaya Konsistenn
	b. Sesekali maju ke depan kelas untuk menjawab pertanyaan	MB	Mulai Berkembang
	c. Berani maju ke depan kelas untuk menjawab pertanyaan apabila diperintah oleh guru.	MT	Mulai Terlihat
	d. Tidak pernah berpartisipasi dalam menjawab pertanyaan.	BT	Belum Terlihat
2.	Kerja sama (<i>Cooperation</i>)		
	a. Terlibat aktif dan kompak dalam kegiatan diskusi dan menghargai pendapat anggota kelompok	MK	Membudaya Konsistenn
	b. Beberapa kali aktif dan kompak dalam kegiatan	MB	Mulai Berkembang

	diskusi dan menghargai pendapat anggota kelompok		
	c. Sesekali mengungkapkan pendapat dalam kegiatan diskusi namun kurang menerima pendapat yang diungkapkan anggota lain	MT	Mulai Terlihat
	d. Bertindak pasif dalam kegiatan diskusi dan tidak menghargai pendapat anggota kelompok	BT	Belum Terlihat
3.	Ketekunan (<i>Dilligence</i>)		
	a. Selalu mengikuti kegiatan di kelas dengan penuh perhatian dan kesungguhan	MK	Membudaya Konsistenn
	b. Beberapa kali tampak mengikuti kegiatan di kelas dengan penuh perhatian dan kesungguhan	MB	Mulai Berkembang
	c. Jarang mengikuti kegiatan di kelas dengan penuh perhatian dan kesungguhan	MT	Mulai Terlihat
	d. Tidak mampu mengikuti kegiatan di kelas dengan penuh perhatian dan kesungguhan	BT	Belum Terlihat

5. Learning Resources:

- a) Media: Relevant pictures

Acknowledging;

English Teacher

Yogyakarta. April 17th 2014

Researcher

Legowo Tri Jatmiko B. S. S.Pd

Ditta Mustika R.

WORKSHEET (CYCLE 1)

PRESENTATION

Name :

St. Number :

Grocery Store



1. Make a list of vocabulary related to the picture and pronounce it after the teacher.
After that, try out to find out the meaning of each word.

a. Sugar : gula	k. :
b. Bread :	l. :
c. Flour :	m. :
d. Apple :	n. :
e. :	o. :
f. :	p. :
g. :	q. :
h. :	r. :
i. :	s. :
j. :	t. :

2. In pairs, practice the following dialogue carefully.

In a Grocery Store

By: Ditta Mustika R.

Customer:

You want to celebrate your friend's birthday party. You need to prepare some foods, so you go shopping to the grocery store.

Shopkeeper:

You are a shopkeeper in "Fresh" Grocery Store. You should help the customer and serve him or her politely.

- Shopkeeper : "Good Morning. Welcome to "Fresh" Grocery Store. Can I help you?"
- Customer : "Good Morning. I need to make some delicious menus but I don't want to take too long time to make it."
- Shopkeeper : "Well, do you have any special agenda?"
- Customer : "Yes, I want to make some foods for my friend's birthday party. It looks something like surprise party. Do you have any idea?"
- Shopkeeper : "Hmmm... a birthday party. Let me think... Why don't you make pancakes, fruit salads, or perhaps a birthday cake?"
- Customer : "Oh that's a great idea. I think pancake and fruit salad are the best."
- Shopkeeper : "Yes, and how about the cake or maybe you can make soup, hmmm... chicken soup?"
- Customer : "I am not sure about that. Cake and soup are a bit difficult to make. It takes a long time..."
- Shopkeeper : "So, do you want to make pancake and fruit salad?"
- Customer : "Yes. I think I can make it easily."
- Shopkeeper : "Okay, you need some flour, eggs, some sugar, and some butter to make pancake. Do you know how to make it, right?"
- Customer : "I know. I will take it all because I don't have some of the ingredients at home. What about a kilogram of flour, sugar, and eggs and also a pocket of butter?"
- Shopkeeper : "That's perfect. Anything else?"
- Customer : "What about fruit salad? Can you suggest me what fruits usually used in salad?"
- Shopkeeper : "You may use your favorite fruits in it. Do you have some at home?"
- Customer : "Oh, no. I don't have some."
- Shopkeeper : "How about apples, grapes, strawberries, oranges and bananas?"
- Customer : "That sounds great but not for bananas. My friend doesn't like it. Can I take 250 grams of each fruit?"
- Shopkeeper : "Absolutely. Do you need something for the dressing? Olive oil maybe?"
- Customer : "No, thanks. I have my favorite one in my fridge. So, how much is that all?"
- Shopkeeper : "Well, wait a minute... it is Rp. 73.000,00."
- Customer : "Here is the money. Thank you so much for helping."
- Shopkeeper : "You are welcome and thank you for shopping at "Fresh" Grocery Store."
- Customer : "Anytime."

3. Classify the vocabulary into the correct word classes.

No.	Noun	Verb	Adjective	Adverb
1.	Party	Make	Delicious	At Home (Place)
2.				
3.				
4.				
5.				
6.				

4. Find and classify some expressions and the statements used in the dialogue above.

No.	Expressions	Statements
1.	Asking for information	“Well, do you have any special agenda?” “What about fruit salad? Can you suggest me what fruits usually used in salad?”
2.	Offering help	
3.	Giving information	
4.	Gratitude	
5.	Responding to gratitude	

5. Find some sentences that use Simple Present Tense based on the dialogue above and mention it orally.

No.	Affirmative	Negative	Interrogative
1.	I need to make some delicious menus	I don't want to take too long time to make it.	Do you have any special agenda?
2.			
3.			
4.			
5.			

PRACTICE

6. In pairs, arrange the jumbled dialogue into the right order and classify the expression used. After that, perform the dialogue in front of the class with your partner.

Customer : That's too expensive!

Customer : Good morning. I'd like a loaf of bread.

Customer : Yes.

Customer : Thank you for your help.

Customer : How much is the bread?

Customer : I need strawberry jam, a bar of chocolate, and a kilogram of sugar.

Customer : Well, okay. I'll take it.

Shopkeeper : Wait a minute, I will take it for you. Is that all?

Shopkeeper : Rp. 30.000 a loaf.

Shopkeeper : Good morning. Can I help you?

Shopkeeper : Here you are.

Shopkeeper : You're welcome.

Shopkeeper : I forgot to say, it is "buy one, get one free"!

Shopkeeper : All right, you may go to the cashier to pay these items.

Shopkeeper : Do you need anything else?



At a Grocery Store

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings present.

No.	Expressions	Statements
1.	Asking for information	
2.	Offering help	
3.	Giving information	
4.	Gratitude	
5.	Responding to gratitude	

PRODUCTION

7. In pairs, perform the role-play it in front of the class.

The situational context is about a customer and a shopkeeper at a grocery store.



Customer : Your mother asks you to go to the grocery store and buy some things for cooking and also some fruits and vegetables. This is your first time to do this by yourself. At the grocery store, you need some helps from the shopkeeper about the price and the location of several things.

Shopkeeper : You are a shopkeeper of a grocery store. You have been working here for 2 years. You know exactly the location of everything sold here. You should give correct information and help the customer politely to make he or she feels comfortable to shop in this store.

LESSON PLAN

School	: SMP Negeri 1 Pakem
Subject	: English
Grade	: VIII
Semester	: 2
Topic	: At a Gift Shop
Skill	: Speaking
Meeting	: 3-4 (Cycle 2)
Time Allocation	: 4 x 45 minutes

Standard of Competence

9. Expressing the meaning of short and simple transactional and interpersonal spoken texts to interact with the surroundings

Basic Competence

9.1. Expressing the meaning of transactional (to get things done) and interpersonal (socializing) spoken texts using spoken language accurately, fluently, and appropriately to interact with the surroundings involving some speech acts: **asking for and giving service, asking for and giving things, asking for, giving and refusing information**, asking for, giving and refusing opinions and offering/giving/refusing something.

Learning Objectives

- Students are able to express the meaning of transactional and interpersonal spoken texts involving some speech acts: **asking for and giving service**, and **asking for, giving and refusing information** accurately, fluently, and appropriately to interact with the surroundings.

Characters

- Cooperation
- Confidence
- Diligence

Indicators

At the end of the lesson, the students will be able to:

- identify vocabulary related to the picture carefully
- pronounce the words related to the topic being discussed correctly
- identify vocabulary related to the topic being discussed carefully
- identify some expression used in the dialogue carefully
- identify modals
- use expression of offering help politely
- use expression of asking for information appropriately
- use expression of refusing offers politely
- use expression to bargain the price in a shop
- respond to the expression appropriately
- use expression of giving information correctly

1. Learning Materials

a. A scripted dialogue about shopping at a gift shop



At a Gift Shop

By: Ditta Mustika R.

Customer: You visit Bali to spend your holiday. You are in a gift shop and you want to buy some gifts for your family at home. You ask the shopkeeper to serve you. You think the price is too expensive, so you must bargain it.

Shopkeeper: You are a shopkeeper in a gift shop and you sell a lot of things in your shop. A customer comes to your shop and you must serve him or her well. You must also respond to your customer's words politely.

S : Good afternoon, may I help you?

C : Good afternoon, I want to buy some t-shirts for my family. Can you help me to choose the good ones?

S : Sure. How many t-shirts do you need?

C : Well, five t-shirts.

S : In what size?

C : Three in medium size and two in large size.

S : Wait a moment, I will show you the t-shirts. What about the colors?

C : Red and blue. Are they still available?

- S : Yes, here you are.
 C : How much is it?
 S : It is Rp. 50.000,00/each.
 C : I think that is too expensive. Do you have a special discount? Well, wait... what about Rp. 40.000,00/each?
 S : Oh... I am sorry, you can't. What about Rp. 45.000,00/each? These t-shirts are good quality.
 C : Okay, I will take it.
 S : Do you need anything else?
 C : No, I think that's all. Here is the money.
 S : Thank you so much and please come back again to our shop.
 C : Sure. You are welcome

b. Contextual pictures about gift shop



Taken from: bettyandlingshing.blogspot.com

c. Related Nouns



T-shirt: /'ti:ʃɜ:t/



Pants: /pænts/



Slipper: /'slɪp.ə r/



Hat: /hæt/



Cap: /kæp/



Souvenir: /,su:v ə n'ɪə r/

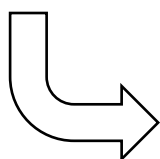
d. Expressions

No.	Expressions	Functions	Examples
1.	Asking for information	To ask for information to someone else	• "How much is it?"
2.	Offering help	To offer help to someone else	• "Excuse me, what can I do for you?"

3.	Giving information	To respond to a person who asks for information	<ul style="list-style-type: none"> • “Well, this t-shirt is Rp. 50.000,00/each”
4.	Bargaining	To bargain the price to get the cheaper price	<ul style="list-style-type: none"> • “What about Rp. 40.000,00/each?” • “Can I get one free item after purchasing 3 t-shirts?”
5.	Refusing information	To refuse someone’s information	<ul style="list-style-type: none"> • “I am sorry, you can’t. This is a high quality T-shirt and the price is already cheap.”
6.	Gratitude	To say thanks	<ul style="list-style-type: none"> • “Thank you.” • “Thank you very much.” • “Thanks for your help.” • “Thanks a lot.”
7.	Responding to gratitude	To respond if someone says thanks	<ul style="list-style-type: none"> • “You are welcome” • “Anytime” • “Don’t mention it” • “Not at all”

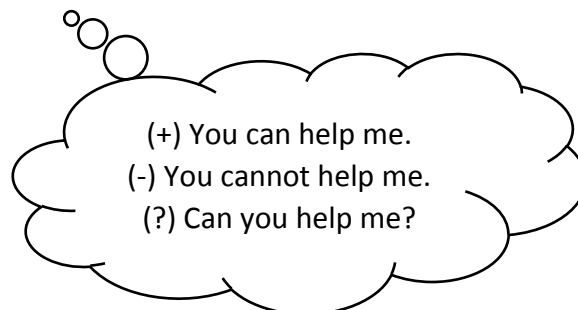
e. Grammatical features

Modals



Can
Could
May
Might
Shall
Should
Must
Had to
Will
Would

S + Modals + V1 + O



Review the previous material “Simple Present Tense” and “Countable and Uncountable nouns”

2. Teaching-Learning Method: Presentation, Practice, Production (PPP)

3. Activities

No.	Activities	Time
1.	Opening Activities Before the lesson begins, the teacher opens the lesson by greeting and prayer. d. Check the classroom conditions	20 minutes

	Production: <ul style="list-style-type: none"> f. The students are given a situational context about gift shop and some information or criteria about the shopkeeper and the customer. g. The students are to make a dialogue consisting some expressions and vocabularies learned in the previous lesson. h. The students practice the dialogue. i. In pairs, the students perform their dialogue in front of the classroom. j. The teacher gives feedback about the students' performances. 	40 minutes
3.	Closing Activities Summarizing <ul style="list-style-type: none"> e. The teacher gives feedback about the previous lesson. f. The teacher summarizes the lesson. g. The teacher asks the students about what they have learned. h. The students mention something new they got from the lesson. Reflection <ul style="list-style-type: none"> d. The teacher asks the students whether they have difficulties or not. e. The teacher and the students may have a discussion about the lesson. f. The teacher ends the class by a short prayer and saying good bye. 	20 minutes

4. Assessment

Production
Students' Speaking Performances Scores

No.	Name	Aspects (1-4)				Final Score
		Fluency	Pronunciation	Accuracy	Vocabulary	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
Etc.						

Rubrik Penilaian Ketercapain Karakter

No.	Indikator Karakter	Nilai Kualitatif	Keterangan
1.	Percaya Diri (<i>Confidence</i>)		
	e. Berani maju ke depan kelas untuk menjawab pertanyaan dengan sukarela	MK	Membudaya Konsistenn

	f. Sese kali maju ke depan kelas untuk menjawab pertanyaan	MB	Mulai Berkembang
	g. Berani maju ke depan kelas untuk menjawab pertanyaan apabila diperintah oleh guru.	MT	Mulai Terlihat
	h. Tidak pernah berpartisipasi dalam menjawab pertanyaan.	BT	Belum Terlihat
2.	Kerja sama (<i>Cooperation</i>)		
	e. Terlibat aktif dan kompak dalam kegiatan diskusi dan menghargai pendapat anggota kelompok	MK	Membudaya Konsistenn
	f. Beberapa kali aktif dan kompak dalam kegiatan diskusi dan menghargai pendapat anggota kelompok	MB	Mulai Berkembang
	g. Sese kali mengungkapkan pendapat dalam kegiatan diskusi namun kurang menerima pendapat yang diungkapkan anggota lain	MT	Mulai Terlihat
	h. Bertindak pasif dalam kegiatan diskusi dan tidak menghargai pendapat anggota kelompok	BT	Belum Terlihat
3.	Ketekunan (<i>Dilligence</i>)		
	e. Selalu mengikuti kegiatan di kelas dengan penuh perhatian dan kesungguhan	MK	Membudaya Konsistenn
	f. Beberapa kali tampak mengikuti kegiatan di kelas dengan penuh perhatian dan kesungguhan	MB	Mulai Berkembang
	g. Jarang mengikuti kegiatan di kelas dengan penuh perhatian dan kesungguhan	MT	Mulai Terlihat
	h. Tidak mampu mengikuti kegiatan di kelas dengan penuh perhatian dan kesungguhan	BT	Belum Terlihat

5. Learning Resources:

- a) Media: Relevant pictures

Acknowledging;

English Teacher

Yogyakarta, April 25th 2014

Researcher

Legowo Tri Jatmiko B. S. S.Pd

Ditta Mustika R.

WORKSHEET (CYCLE 2)

PRESENTATION

Name :

St. Number :



1. Make a list of vocabulary related to the picture and pronounce it after the teacher.
After that, try out to find out the meaning of each word.

k. Customer : Pelanggan	k. :
l. Shopkeeper:	l. :
m. Cashier :	m. :
n. Clothes :	n. :
o. :	o. :
p. :	p. :
q. :	q. :
r. :	r. :
s. :	s. :
t. :	t. :

2. Match the following pictures with the correct words and pronounce the words correctly.



Hat

Souvenir

T-shirt

Cap

Bracelet

Bag

Pants



Slipper

3. In pairs, practice the following dialogue carefully.



At a Gift Shop

By: Ditta Mustika R.

Customer: You visit Bali to spend your holiday. You are in a gift shop and you want to buy some gifts for your family at home. You ask the shopkeeper to serve you. You think the price is too expensive, so you must bargain it.

Shopkeeper: You are a shopkeeper in a gift shop and you sell a lot of things in your shop. A customer comes to your shop and you must serve him or her well. You must also respond to your customer's words politely.

S : Good afternoon, may I help you?

C : Good afternoon, I want to buy some t-shirts for my family. Can you help me to choose the good ones?

S : Sure. How many t-shirts do you need?

C : Well, five t-shirts.

S : In what size?

C : Three in medium size and two in large size.

S : Wait a moment, I will show you the t-shirts.

What about the colors?

C : Red and blue. Are they still available?

S : Yes, here you are.

C : How much is it?

S : It is Rp. 50.000,00/each.

C : I think that is too expensive. Do you have a special discount? Well, wait... what about Rp. 40.000,00/each?

S : Oh... I am sorry, you can't. What about Rp. 45.000,00/each? These t-shirts are good quality.

C : Okay, I will take it.

S : Do you need anything else?

C : No, I think that's all. Here is the money.

S : Thank you so much and please come back again to our shop.

C : Sure. You are welcome

4. Classify the vocabulary into the correct word classes.

No.	Noun	Verb	Adjective	Adverb
1.	T-shirt	Buy	Expensive	Well (Manner)
2.				
3.				
4.				
5.				
6.				

5. Find and classify some expressions and the statements used in the dialogue above.

No.	Expressions	Statements
1.	Asking for information	“How many T-shirts do you need?” “Red and blue. Are they still available?”
2.	Offering help	
3.	Giving information	
4.	Bargaining	
5.	Refusing information	
6.	Gratitude	
7.	Responding to gratitude	

6. Find some sentences using Modals based on the dialogue above.

No.	Affirmative	Negative	Interrogative
1.			
2.			
3.			
4.			
5.			

PRACTICE

7. In pairs, arrange the jumbled dialogue into the right order and classify the expression

Shopkeeper

S : Wait a moment... Here they are. You can choose it.

S : Good morning, welcome to “Unique” gift shop. Is there anything I can do for you?

S : It is Rp. 25.000,00/each pair. How many slippers do you want to buy?

S : What about t-shirt, cap, slipper, or perhaps some souvenir?

S : I am sorry because the price is already affordable.

S : It's okay. Take your time.

S : Yes, you are welcome.

S : Well, since you buy 10 slippers I will give 10% discount. What about that? So, I need to pay Rp. 225.000 for all the slippers.

Customer

C : I need 10 slippers. Let me choose the size first.

C : I think, I will choose these two patterns. How much is this?

C : Good morning. Sure, I need to buy some things as gifts for my friends. Do you have any idea?

C : All right. I will take it. Here is the money and thank you so much.

C : That's a good idea. I think, slippers will be perfect for gifts. Can you show me some of them, please?

C : I buy many slippers... so, please give me discount if you don't mind.

C : By the way, can I get special discount? Rp. 200.000,00 for 10 slippers perhaps?

At “Unique” Gift Store

[illegible]

PRODUCTION

8. In pairs, perform the role-play in front of the class.

The situational context is about a customer and a shopkeeper at a gift shop.



Customer : You have a long holiday and before going back home, you want to buy gifts for your family. You go to the gift shop and buy something there. You think the price is too expensive so you must bargain it. You also ask the shopkeeper to serve you well and help you to choose the color, design or size that you need.

Shopkeeper : You are the shopkeeper at a gift shop. You serve your customer and help him politely. You must respond your customer's words. You may refuse or obey you customer's price bargaining.

OBSERVATION SHEET

Day, date:

Time:

FIELD NOTES

No. : FN. 01
 Tanggal : Senin, 7 April 2014
 Jam : 08.30 – 08.40 WIB
 Tempat : Ruang Kepala Sekolah
 Kegiatan : Meminta Ijin Penelitian
 Responden : P (Peneliti)
 KS (Kepala Sekolah)

No.	Deskripsi Kegiatan
1.	P datang ke sekolah pukul 08.20 WIB. P menulis di buku tamu. P bersalaman dan menyapa beberapa guru. P datang dan mengetuk pintu ruang kepala sekolah.
2.	KS membuka pintu dan mempersilakan P masuk ke dalam ruang kepala sekolah.
3.	P menyampaikan maksud dan tujuan kedatangan P.
4.	P memberikan proposal dan surat ijin penelitian kepada KS.
5.	KS bertanya mengenai jadwal penelitian dan meyakinkan agar jadwal penelitian tidak mengganggu kegiatan siswa dengan sekolah,
6.	P menjelaskan jadwal penelitian.
7.	KS membaca surat ijin dan proposal penelitian.
8.	KS meminta P untuk menemui guru bahasa Inggris untuk mendiskusikan penelitian lebih lanjut.
9.	KS berharap agar P melakukan penelitian dengan baik dan memaksimalkan waktu yang diberikan serta meminta hasil penelitian untuk melihat hasil belajar siswa dalam pelajaran bahasa Inggris.
10.	P menyanggupi dan berterimakasih kepada KS.
11.	P mohon pamit dari ruang kepala sekolah pada pukul 08.40 WIB.

No. : FN. 02
 Tanggal : Senin, 7 April 2014
 Waktu : 08.45 – 08.55 WIB
 Tempat : Perpustakaan Sekolah
 Kegiatan : Berdiskusi dengan Guru Bahasa Inggris
 Responden : P (Peneliti)
 K (Kolaborator)
 GBI (Guru Bahasa Inggris)

No.	Deskripsi Kegiatan
1.	Setelah KS memberikan ijin, P menemui GBI di perpustakaan sekolah pukul 08.45 WIB.
2.	P bersalaman dan memperkenalkan diri P dan K kepada GBI dan menjelaskan maksud kedatangan P bahwa P ingin melakukan penelitian di kelas VIII.
3.	P menyerahkan proposal. GBI membaca proposal dengan seksama dan menanyakan berapa lama penelitian akan dilakukan dan di kelas apa. GBI menawarkan kelas VIII A dan B.
4.	P meminta agar P diijinkan untuk melaksanakan penelitian di kelas VIII A. P meminta waktu penelitian selama 3 minggu.
5.	GBI memberikan ijin dan menyatakan penelitian dapat dilakukan minggu depan.
7.	P berterimakasih kepada GBI.
8.	P dan K mohon pamit dan meninggalkan perpustakaan sekolah pada pukul 08.55 WIB.

No. : FN. 03
 Tanggal : Selasa, 8 April 2014
 Waktu : 08.00 – 08.25 WIB
 Tempat : Perpustakaan Sekolah
 Kegiatan : Meminta Ijin Observasi
 Responden : P (Peneliti)
 K (Kolaborator)
 GBI (Guru Bahasa Inggris)

No.	Deskripsi Kegiatan
1.	P dan K memasuki perpustakaan sekolah dan bertemu GBI pukul 08.00 WIB.
2.	P dan K menyapa dan bersalaman serta menyampaika tujuan kedatangan P untuk meminta ijin observasi.
3.	GBI menunjukan jadwal pelajaran dan menawarkan untuk melakukan observasi pada Kamis, 10 April 2014.
4.	P menyetujui dan meminta GBI untuk mengecek perangkat pembelajaran yang telah dibuat P.
5.	P menunjukan <i>course grid</i> , <i>lesson plan</i> , dan <i>worksheet</i> yang sudah dipersiapkan.
6.	GBI membaca dan memberikan saran mengenai alokasi waktu.
7.	P berterimakasih kepada GBI. P dan K mohon pamit kepada GBI pukul 08.25 WIB.

No. : FN. 04
 Tanggal : Kamis, 10 April 2014
 Jam : 10.55 – 13.15 WIB
 Tempat : Ruang Kelas VIII A
 Kegiatan : Kegiatan Belajar Mengajar (observasi)
 Responden : GBI (Guru Bahasa Inggris)
 P (Peneliti)
 K (Kolaborator)
 S (Siswa-siswa)

GBI memasuki ruang kelas pada pukul 11.00 WIB. P dan K ikut memasuki ruang kelas VIII A. GBI menyapa Siswa dan memperkenalkan P dan K kepada S. P dan K menyapa dan menyampaikan tujuan ingin melakukan observasi dan penelitian di kelas VIII A. P dan K menuju ke belakang kelas dan duduk di belakang S untuk melakukan observasi. S terlihat cukup antusias untuk belajar bahasa Inggris dengan P dan K. Beberapa siswa mengajukan pertanyaan mengenai pelajaran yang akan diberikan besok.

GBI membuka pelajaran dengan menayangkan video. Beberapa siswa antusias menyaksikan video tentang “Budidaya Kelinci” namun ada beberapa yang terlihat masih sibuk dengan kegiatan lain seperti menyiapkan buku dan alat tulis atau berbicara dengan teman-temannya. GBI memutar ulang video sebanyak 3 kali dan meminta S untuk menulis hal-hal yang dianggap penting dari video tersebut. GBI memberikan penjelasan mengenai video kepada S dan mendiskusikannya bersama-sama.

GBI meminta S untuk menuliskan langkah-langkah dalam “Budidaya Kelinci” dan meminta S untuk mempersiapkan diri untuk menceritakan kembali tentang video tersebut di depan kelas. Setelah 15 menit kemudian, GBI meminta salah satu siswa untuk *retell* di depan kelas. Kemudian menunjuk beberapa siswa lain secara bergantian. Beberapa siswa hanya membaca catatan kecil tentang video dan membacakannya di depan kelas. Beberapa lainnya dapat menyampaikan tanpa membaca catatan.

Tidak semua siswa maju ke depan kelas untuk *retell* karena waktunya sudah habis. GBI menutup pelajaran dengan meminta ketua kelas untuk memimpin doa. GBI, P dan K meninggalkan kelas pada pukul 13.15 WIB setelah bersalaman dengan S.

No. : FN. 05
 Tanggal : Kamis, 17 April 2014
 Jam : 10.55 – 13.15 WIB
 Tempat : Ruang Kelas VIII A
 Kegiatan : Kegiatan Belajar Mengajar (pertemuan 1 – cycle 1)
 Responden : P (Peneliti)
 K (Kolaborator)
 S (Siswa-siswa)

P dan K menunggu kelas sebelumnya berakhir di luar ruang kelas pukul 10.45 WIB. Ketika bel pergantian jam pelajaran berbunyi, P dan K masuk ke ruang kelas VIII A. S menyambut dengan mengucapkan salam kepada P dan K. Ada beberapa siswa maju untuk menyalami P dan K. Sebelumnya, P pernah mengajar di kelas ini dalam kegiatan PPL sehingga semua siswa sudah mengenal dan terlihat akrab. P menyapa S dan memperkenalkan K serta menyampaikan tujuan mengajar di kelas S. P meminta salah satu siswa untuk memimpin doa sebelum mulai pelajaran.

Setelah mengecek presensi siswa, P bertanya, *“Boys and girls, have you ever gone to grocery store?”* kemudian salah satu siswa menjawab, *“aaaah grocery store!”*, *“yes, have you?”* siswa yang lain menjawab, *“supermarket ya, Ma’am?”* *“hmm...warung?”* *“What is grocery store?”* P kembali bertanya. *“Oh itu, Ma’am! Yang jual macem-macem ya? Toko sembako.”* jawab salah satu siswa. *“Yes, I have, Ma’am.”* *“What can you find in the grocery store? Mas Bagus?”* siswa yang bernama Bagus menjawab, *“hmm.. itu Ma’am, eggs, fruits,....”*. P dan S bercakap-cakap sejenak mengenai *grocery store*. Kemudian, P dan K membagikan lembar kerja untuk S.

“Well, boys and girls... take a look at the worksheet. We have a picture about grocery store. What can we find there?” P menunjukan gambar dan meminta S untuk menuliskan apa saja yang ada dalam gambar lalu meminta S bergantian menyebutkan beberapa benda dalam Bahasa Inggris sesuai dengan gambar. P membantu S apabila ada kata-kata yang kurang tepat diucapkan oleh S dan memberikan *drill* terhadap *pronunciation* S.

Selanjutnya, P meminta S untuk membuka halaman berikutnya yaitu tentang dialogue dengan konteks *grocery store*. S dibagi menjadi dua kelompok: kelompok *customer* dan *shopkeeper*. Kemudian mereka membaca dialogue dengan seksama. *“All right, class. What is it about?”* *“About shopping, Ma’am!”* salah satu siswa bernama Anisa menjawab. *“Great, dear! And... who are the characters? Anyone?”* *“itu Ma’am! ngggg... karakter... karakter opo tho?”* Faiz menjawab sambil berbisik ke teman sebangkunya. *“hahahaha....”* Siswa lainnya ikut tertawa mendengar jawaban dari Faiz. *“kae lho, sing nang percakapan...”* *“ho’oh, tokoh... tokoh tho, Ma’am?”* Fajar menimpali. *“Yes, that’s right, Mas Fajar.”* *“oalah... customer sama shopkeeper ya, Ma’am.”* Lalu, P dan S berdiskusi tentang kosakata yang tidak dimengerti dalam percakapan dan cara pengucapannya. Salah satu siswa mengajukan pertanyaan *“Ma’am, what is butter?”* *“Good question! Does anyone know?”* S hening untuk beberapa saat. *“Well, butter means mentega. What is butter?”* *“Mentega!”*

siswa serempak menyebutkan. Salah satu siswa bernama Rima bertanya “*Ma’am how to... hmm... to menyebutkan f-l-o-u-r?*” “*How to pronounce, pronounce yaaa...*” P menjelaskan cara menyebutkannya dan diikuti S.

P menjelaskan mengenai *word classes*. Sebagian besar siswa sudah memahami tentang *word classes* dan dapat mengklasifikasikan beberapa kata ke dalam kolom *Noun*, *Verb*, *Adjective*, dan *Adverb* yang tersedia di lembar kerja dengan baik. Beberapa siswa menemui kesulitan dalam kolom *adjective* dan *adverb*. P membantu S dalam mengisi kolom di lembar tugas. Setelah semua selesai, P meminta S saling menyebutkan beberapa kata yang sudah mereka tuliskan dalam kolom. Apabila S salah mengucapkan kosakata dalam bahasa Inggris, P membantu S memperbaiki *pronunciation* yang kurang tepat, setelah itu S akan mengulang ucapan P. Tidak lama kemudian, bel tanda jam istirahat berbunyi, “*Well, class... Let’s take a break.*” “*Yes, Ma’am!*” S berhamburan ke luar kelas menuju Mushola sekolah untuk menunaikan ibadah shalat Dzuhur.

Waktu istirahat berakhir, S kembali masuk kelas dan melanjutkan pelajaran bahasa Inggris. “*Class, sebelumnya, kita sudah mempraktikkan percakapan di halaman kedua kan? There are some expressions used in the dialogue, right?*” Salah satu siswa berkata “*Expression....*” “*Yes, Fa’is. What is expression?*” Siswa yang bernama Faiz kembali menjawab “*ekspresi, Ma’am*” “*hmm... ungkapan?*” Janatri ikut menjawab. “*Yes, that’s right! Good job, dear!*” kemudian P menjelaskan beberapa ungkapan yang digunakan dalam percakapan dan memberikan beberapa contoh ungkapan kepada S. S memperhatikan dengan seksama dan ikut memberikan contoh ungkapan yang dimaksud.

Selanjutnya S diminta untuk mengerjakan task 4. “*Class, let’s read the instruction first...*” Kemudian S menyebutkan perintah dengan serempak. “*So, what should you do?*” “*memasukkan apa itu... mengklasifikasikan expressionnya Ma’am..!*” “*Okay, you have 10 minutes, Class! Do your best.*” “*Yes, Ma’am!*” S mengerjakan task sesekali bertanya kepada P dan K. Setelah 10 menit, S selesai mengerjakan task 4. Masing-masing siswa menyebutkan beberapa ungkapan yang mereka temui.

Bel tanda pelajaran berakhir telah berbunyi. “*Boys and girls, time’s up. Prepare yourself to go home.*” “*Yes, Ma’am!*” Masing-masing siswa terlihat merapikan buku dari atas meja. P meminta salah satu siswa untuk memimpin doa, beberapa siswa menawarkan diri. “*Class, let’s have a short prayer, shall we?*” “*Thank you.*” “*Amiiiiinnn...*” “*Okay, I’ll see you next week, Good afternoon, Assalamu’alaikum...*” “*Wa’alaikumsalam. Thank you, Ma’am*” “*You are welcome.*” S bersalaman dengan P dan K sebelum keluar kelas.

No. : FN. 06
 Tanggal : Kamis, 24 April 2014
 Jam : 10.55 – 13.15 WIB
 Tempat : Ruang Kelas VIII A
 Kegiatan : Kegiatan Belajar Mengajar (pertemuan 2 – cycle 1)
 Responden : P (Peneliti)
 K (Kolaborator)
 S (Siswa-siswa)

P dan K memasuki ruang kelas VIII A pukul 10.55 setelah bel pergantian jam pelajaran berbunyi. P dan K menyapa S. P meminta salah satu siswa untuk memimpin doa sebelum pelajaran dimulai. Setelah berdoa bersama, P bertanya tentang pelajaran minggu lalu. *“Well, class. Do you still remember what we have learned last meeting?”* *“Yes, Ma’am!”* jawab S serempak. *“Good. So, what have we learned, class?”* *“about grocery store, Ma’am!”* *“about dialogue.”* *“Ya... semuanya betul, anything else?”* *“ungkapan, Ma’am. Expressions!”* *“Great, class.”* P kembali me-review pelajaran minggu lalu sambil meminta S untuk menyebutkan beberapa contoh *expressions* dalam bahasa Inggris.

P melanjutkan pelajaran untuk hari ini yaitu mengenai *Simple Present Tense*. P menjelaskan beberapa kegunaan *Simple Present Tense* dalam kalimat dan alasan mengapa S perlu menggunakannya dalam dialog. Kemudian P menjelaskan pola kalimat dengan memberikan contoh kepada S. P memberikan contoh kalimat di papan tulis dan meminta S untuk menyebutkan *subject*, *verb*, dan *object* dalam kalimat tersebut.

P memberikan beberapa contoh kalimat *Simple Present Tense* yang menggunakan *be* dan *verb* sebagai kata kerjanya, diantaranya: *‘she is a shopkeeper’* dan *‘I buy a kilogram of apple’*. P meminta S menyebutkan contoh lainnya. *“Can you mention another example?”* salah satu siswa yang bernama Rima menjawab *“Me. I am a student.”* *“Great, Rima.”* Kemudian masing-masing siswa menyebutkan kalimatnya. Salah satu siswa bernama Yuni menjawab *“I am... I am play doll... bisa, Ma’am?”* *“Well, I am play doll... what do you think, class?”* S hening untuk beberapa saat. P memberikan penjelasan dan S memperbaiki kalimat tersebut. P juga meminta S untuk menyebutkan bentuk *negative* dan *interrogative* dari kalimat-kalimat yang dimiliki siswa.

Selanjutnya P meminta S untuk mengerjakan task 5 namun sebelumnya P meminta S untuk membaca *instruction* dari task tersebut. *“All right, boys and girls. Do you know what to do, right?”* *“Yes, Ma’am.”* *“Okay, I’ll give ten minutes to finish the task. Good luck!”* *“Yes, Ma’am!”* S menjawab serempak dan mulai mengerjakan task 5. P dan K berkeliling kelas untuk mengamati dan membantu S apabila ada yang perlu ditanyakan. 10 menit kemudian S selesai mengerjakan task 5 dan mendiskusikan jawabannya dengan P.

“Now, please open the next page, class.” P meminta S untuk membuka halaman selanjutnya dan menjelaskan mengenai kegiatan selanjutnya. P dan S membaca *instruction* bersama-sama. P meminta S untuk menyusun dialog acak antara *customer* dan *shopkeeper* dengan konteks yang masih sama yaitu *grocery store*. S terlihat antusias mengerjakannya

secara berpasangan. Sese kali S bertanya kepada P dan K mengenai kosa kata yang kurang dipahami. *“Excuse me, Ma’am... what is ‘pay’?”* salah satu siswa bertanya dan menyebutkan ‘pay’ dengan /pʌɪ/ *“Good question, please pronounce it /peɪ/ repeat...”* S menirukan P. *“Pay means membayar.”* *“Ooooh... thank you, Ma’am”* *“You are welcome.”*

“Attention please, now you have 15 minutes to prepare yourself and practice the dialogue with your partner. After that, perform it in front of the class. Okay?” *“Yes, Ma’am!!!”* S berpasangan mempraktikkan dialog di depan kelas. Bel tanda akhir pelajaran berbunyi. P meminta S untuk merapikan alat tulis mereka. P meminta salah satu siswa untuk memimpin doa. P dan K bersalaman dengan S sebelum pulang sekolah.

No. : FN. 07

Tanggal : Jumat, 25 April 2014

Jam : 08.00 – 09.30 WIB

Tempat : Ruang Kelas VIII A

Kegiatan : Kegiatan Belajar Mengajar (pertemuan 1 – cycle 2)

Responden : P (Peneliti)

K (Kolaborator)

S (Siswa-siswa)

P dan K memasuki ruang kelas VIII A pada pukul 08.00 WIB setelah S melaksanakan kerja bakti sekolah. P dan K menyapa S. P meminta ketua kelas untuk memimpin doa sebelum dimulainya kelas. Fa’is, ketua kelas VIII A memimpin doa. Kemudian S memulai kelas dengan doa dan tadarus selama kurang lebih 10 menit. Setelah berdoa dan tadarus, P mengecek kondisi kelas melihat satu meja hanya ditempati satu orang siswa. *“Who is absent today?”* *“Alif Tataq, Ma’am.”* P kembali bertanya *“What happened to Tataq, class?”* *“dia kecelakaan, Ma’am.”* *“iya, Ma’am. Kemarin”* Beberapa siswa menjawab. *“He got an accident???”* P memastikan. *“Yes, Ma’am. Accident. In front of SMP 2”* *“I am sorry to hear that, hopefully, Tataq will get well soon.”* *“Amin”* S serempak dan kemudian seisi kelas berdoa bersama untuk kesembuhan Tataq.

Setelah berdoa, P memulai kelas dengan me-review pelajaran sebelumnya. *“Okay, class. Do you still remember what have we discussed yesterday?”* *“Yes, Ma’am!”* S menjawab dengan serempak. *“Ada yang mau menyebutkan?”* *“latihan dialog!”* *“menyusun dialog acak!”* *“Yes, that’s good. Now, I will invite you to another shop. Kemarin kita kemana?”* *“Grocery store!”* *“Well, class. Now we are going to shop at a gift shop. What is gift shop?”* S hening sejenak. *“hmmm... nganu Ma’am, toko kado.”* Salah satu siswa bernama Wira menjawab. *“Betul, kalau kalian liburan lalu ingin membeli kenang-kenangan untuk teman-teman biasanya dimana?”* *“oh, toko oleh-oleh ya? Souvenir.”* *“Yes, that’s true.”*

Kemudian P menunjukan gambar tentang salah satu *gift shop* di Yogyakarta yaitu Mirota Batik.

P meminta S untuk menyebutkan beberapa kosa kata yang terdapat di dalam gambar. Masing-masing siswa menyebutkannya satu per satu dalam bahasa Inggris. Kemudian P dan K mendiskusikan beberapa kosa-kata baru dan cara pengucapannya. Misalnya pada saat mengucapkan '*bread*'. "*How do we pronounce it?*" "*/brit/*" "*Okay, repeat after me. It should be /bred/ apa???*" kemudian S mengucap ulang dengan serempak.

Kemudian P mengajak S untuk mempraktekan dialog yang ada di dalam *worksheet*. Selesai mempraktekan dialog, P memberikan beberapa pertanyaan mengenai dialog tersebut. "*Well, class. What is it about?*" "*Customer and shopkeeper.*" "*What does the customer do?*" S hening sejenak dan salah satu siswa bernama Inez menjawab "*The customer wants to buy T-shirt.*" "*How many T-shirts?*" "*hmmm five... five.*" "*Okay, good job. Fa'is. And then what happened after that?*" "*The price is too expensive ya?*" "*Yes. So, the customer bargains the price. What is bargain?*" salah satu siswa bernama Fajar menjawab "*oh... itu Ma'am nek kelarangen, hmmm... nawar?*" "*Yes, good, Fajar. Bargain means menawar. So the customer can get the cheaper price after bargaining*"

"*Then, what about the shopkeeper? Does the shopkeeper agree?*" "*No, Ma'am. But the price agak murah sedikit.*" S menjawab. "*Well, class, if you want to refuse the price bargaining, harus dengan sopan lho ya. Don't speak rudely. Jangan menolak dengan kasar. For example, you say: no, you can't, just go to another shop!*" Kemudian S tertawa "*hahahaha....*" "*Lalu, bagaimana caranya? By saying: I am sorry, you can't atau bisa ditambah These T-shirts are high quality T-shirt, dan boleh menyebutkan alasan mengapa harganya agak mahal sedikit, misalnya.*"

Setelah membahas dialog dan mempraktekannya, S mengerjakan *task* mengenai *word classes*. "*Well, class, I'll give you 10 minutes to finish this task*" S mengerjakan *task* secara berpasangan dan kemampuan S dalam mengklasifikasikan *words* sudah sangat baik karena pada pelajaran yang lalu S sudah mengerjakan *task* serupa. Pada *task* ini, tidak banyak siswa yang bertanya-tanya tentang *noun, verb, adjective, dan adverb*. "*Have you done?*" sekitar 5 menit kemudian P bertanya kepada siswa. "*Yes, Ma'am*" S dapat mengklasifikasikan *words* dengan sangat baik dan selesai lebih cepat dari waktu yang ditentukan. Masing-masing siswa menyebutkan *words* yang diperoleh.

Selanjutnya S diminta untuk memperhatikan *task* selanjutnya. "*Class, pertemuan kemarin kan sudah pernah mendiskusikan tentang expressions ya? Now, we have two more expressions based on the dialog.*" P menjelaskan mengenai *expressions* untuk *bargaining* beserta responnya, baik menerima atau menolak *bargaining*. S memperhatikan dengan seksama dan sesekali ikut memberikan contoh *expressions*. Kemudian S menyebutkan beberapa *expressions* yang terdapat dalam dialog.

P bertanya apakah S mengalami kesulitan dalam pelajaran hari ini atau tidak. Beberapa S merasa tidak menemui adanya kesulitan. "*Class, do you have any problems?*" "*No, Ma'am. Tapi waktunya habis jadi belum latihan dialog lagi.*" "*Well, next meeting we will*

practice the dialogue together. Okay?” “*Okay, Ma’am.*” S menjawab serempak. Bel pergantian jam pelajaran berbunyi. “*Time’s up.* Setelah ini pelajaran apa?” “Bahasa Indonesia” “*Okay, good luck ya...*” “*Yes, Ma’am!!!*” P menutup pelajaran dengan meminta ketua kelas untuk memimpin doa.

No. : FN. 08

Tanggal : Jumat, 2 Mei 2014

Jam : 08.00 – 09.30 WIB

Tempat : Ruang Kelas VIII A

Kegiatan : Kegiatan Belajar Mengajar (pertemuan 2 – cycle 2)

Responden : P (Peneliti)

K (Kolaborator)

S (Siswa-siswa)

P dan K memasuki ruang kelas VIII A pukul 08.00 WIB setelah siswa melakukan kerja bakti bersama dan istirahat sejenak. P dan K menyapa S. “Bagaimana kerja baktinya?” “*Capek, Ma’am. Hehehe...*” Beberapa siswa masih berada di luar ruang kelas. “Ayo masuk, sudah bel lho.” “*Udah po, Ma’am?*” “*Wis yo, mau.*” Jawab ketua kelas sambil mengajak siswa lain yang kebanyakan laki-laki untuk masuk ke dalam kelas. P menyapa S dan meminta salah satu siswa untuk memimpin doa sebelum pelajaran dimulai. Setelah berdoa bersama, P bertanya tentang pelajaran minggu lalu. “*Well, class. Do you still remember what we have learned last week?*” “*Yes, Ma’am!*” jawab S serempak. “*Good. So, what have we learned, class?*” “*About gift shop, Ma’am!*” “*Expressions.*” “Ya... semuanya betul, *anything else?*” “*Expressions tawar-menawar!*” “*Great, class.* Setelah menawar, lalu?” “Oh ya, merespon *expressionsnya.*” P kembali me-review pelajaran minggu lalu sambil meminta S untuk menyebutkan beberapa contoh *expressions* dalam bahasa Inggris.

P melanjutkan pelajaran untuk hari ini yaitu mengenai *Modals*. P menjelaskan mengenai *Modals* dan memberikan beberapa contoh dilanjutkan dengan S yang menyebutkan contoh lainnya. “Jadi, kalau ada *modals* jangan lupa pakai *VI* ya? Seperti ini...” “*Yes, Ma’am.*” Salah satu siswa bernama Bagus menyebutkan contoh lain “*You can lazy.*” “*Well, class. How about Bagus’ sentence?*” S hening sejenak. “Apakah *lazy* itu *verb*?” “bukan, *Ma’am. Lazy is adjective.*” “Lalu bagaimana kalau mau memakai *adjective*? Kita harus menambahkan ‘*be*’ setelah *modals*. Bagaimana ya kalimatnya?” “*You can be lazy, ya?*” jawab S serempak. “*Yes, that’s true. Oh, no... no... you cannot. You cannot be lazy...*” Diikuti tawa dari S. “*Hahahaha....*” Kemudian P mengajak S untuk menemukan kalimat yang menggunakan *modals* dalam dialog dan mendiskusikannya bersama-sama.

“*Class, now please take a look at the next page. Could you please read the instruction?*” S membaca instruction dan mulai mengerjakan perintah yang terdapat dalam instruction tersebut secara berpasangan. “*You have 15 minutes to arrange the jumbled*

dialogue and practice with your partner.” “nantu *perform* kita, Ma’am?” tanya salah satu siswa. “*Absolutely.*” Beberapa siswa terlihat malu-malu ada pula yang bersemangat langsung mengerjakannya. S menyusun dialog acak dan berlatih bersama pasangannya.

“*Time’s up. Okay, class, are you ready?*” “*Yes, Ma’am.*” “*So, who want to perform first?*” S hening untuk beberapa saat. “Ayo... *any volunteer?*” Novendra dan Tito maju untuk menjadi penampil pertama. Setelah Novendra dan Tito, P mempersilakan mereka untuk memilih siapa yang tampil setelah mereka. Beberapa S ingin dipilih karena setelah itu mereka dapat memilih teman yang lain.

Setelah semua siswa tampil, P bertanya apakah S mengalami kesulitan dalam pelajaran hari ini atau tidak. Beberapa S merasa tidak menemui adanya kesulitan. “*Class, do you have any problems?*” *No, Ma’am.* “Tadi suka atau tidak latihan speakingnya di depan kelas?” “Suka, tapi *deg-degan* takut salah.” “*Kan* sudah latihan. Tadi sudah sangat bagus sekali, tapi masih ada beberapa yang menggunakan teks ya?” “*Iya, Ma’am.* Habis waktunya *mepet*, jadi takut salah. *Hehehe...*”

Bel pergantian jam pelajaran berbunyi. “Setelah ini pelajaran bahasa Indonesia ya? *Okay, good luck ya...*” “*Yes, Ma’am!!!*” “*Thank you for your attention.*” “*You are welcome*” Jawab S serempak. P menutup pelajaran dengan meminta ketua kelas untuk memimpin doa.

BLUEPRINT OF INTERVIEW GUIDE

(Before Implementation)

Nomor : Interview ...

Hari, Tanggal :

Jam :

Tempat :

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

A. The Teacher

1.	Apakah ada kesulitan atau kendala dalam mengajar bahasa Inggris di kelas, terutama <i>speaking</i> ?

2.	Dari keempat aspek dalam kemampuan <i>speaking</i> , aspek manakah yang menurut Bapak masih sangat kurang?

3.	Apakah Bapak pernah mengajak siswa untuk bermain peran dalam kegiatan belajar <i>speaking</i> ?

4.	Menurut Bapak, <i>Teaching technique</i> apa yang cocok diterapkan dalam proses pembelajaran <i>speaking</i> ?

B. The Students

1.	Bagaimana kemampuan siswa secara umum dalam <i>speaking skill</i> ?
2.	Menurut Bapak, apa yang menjadi kesulitan atau kendala yang dihadapi siswa dalam belajar <i>speaking</i> ?
3.	Apa penyebab kesulitan siswa dalam belajar <i>speaking</i> ?

C. The Media

1.	Buku penunjang apa sajakah yang Bapak anjurkan kepada siswa dan yang Bapak gunakan untuk acuan mengajar?
2.	Media apa yang sering Bapak gunakan dalam proses pembelajaran, terutama <i>speaking</i> ?

BLUEPRINT OF INTERVIEW GUIDE

(Before Implementation)

Nomor : Interview ...

Hari, Tanggal :

Jam :

Tempat :

Responden : P (Peneliti)

S (Siswa)

1. Nama lengkapnya siapa?
2. Apakah kamu suka pelajaran bahasa Inggris?
3. Apakah kamu ingin bisa berbicara dalam bahasa Inggris dengan baik?
4. Apa saja kesulitan yang kamu temui dalam proses pembelajaran *speaking*?
5. Menurut kamu, bagaimana cara guru dalam menyampaikan materi di kelas?
6. Apakah guru sering memakai media dalam menyampaikan materi di kelas?
7. Apakah guru sering memberikan latihan *speaking*?
8. Sebelumnya, pernah tidak belajar *speaking* dengan bermain peran?
9. Apa saja aktifitas belajar *speaking* yang paling kamu sukai?

BLUEPRINT OF INTERVIEW GUIDE

(After Implementation)

Nomor : Interview ...

Hari, Tanggal :

Jam :

Tempat :

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

A. The Teacher

1.	Secara keseluruhan, bagaimana tanggapan Bapak mengenai pelaksanaan penelitian ini? Apa sajakah kelebihan dan kekurangannya?

2.	Menurut Bapak, apakah teknik mengajar yang saya terapkan sudah mencakup dan sesuai dengan teknik <i>role-play</i> ?

3.	Dari hasil penampilan siswa, apakah Bapak melihat ada peningkatan yang signifikan?

4.	Menurut pengamatan Bapak, perubahan apa sajakah yang dapat terlihat dari kemampuan berbicara siswa?

BLUEPRINT OF INTERVIEW GUIDE

(After Implementation)

Nomor : Interview ...

Hari, Tanggal :

Jam :

Tempat :

Responden : P (Peneliti)

S (Siswa)

1. Nama lengkapnya siapa?
2. Kamu masih ingat tidak apa saja yang kita pelajari selama saya penelitian?
3. Sejauh ini, apakah kamu semakin tertarik dalam belajar speaking melalui aktifitas-aktifitas yang kemarin berlangsung?
4. Apakah ada bagian-bagian yang belum kamu pahami dengan baik?
5. Sewaktu kita belajar *speaking*, kita bermain *role-play* dan memerankan beberapa peran seperti *customer* dan *shopkeeper*. Menurut kamu, apakah hal tersebut dapat membantu kamu dalam belajar *speaking*?
6. Sebelum kita mulai memainkan peran, awalnya saya memberi beberapa *vocabulary* dan *expressions* yang bisa digunakan ketika *role-play* berlangsung. Menurut kamu, apakah hal tersebut memudahkan kamu dalam memahami dan membuat dialog?
7. Sebelum kita mulai memainkan peran, saya juga memberikan beberapa materi mengenai *grammar* seperti *Simple Present Tense* dan *Modals*. Menurut kamu, apakah penyampaian materi yang saya lakukan dapat mempermudah kamu untuk memahami *grammar*?
8. Dengan adanya beberapa latihan seperti menyusun dialog yang acak dan persiapan sebelum penampilan di depan kelas. Menurut kamu, apakah hal tersebut dapat memudahkan kamu dalam membuat dan menampilkan dialog?

INTERVIEW TRANSCRIPTS

Nomor : Interview 1
Hari, Tanggal : Senin, 7 April 2014
Jam : 09.15 – 09.30 WIB
Responden : P (Peneliti)
 GBI (Guru Bahasa Inggris)
Topik : Interview sebelum pelaksanaan penelitian (Kesulitan pada *speaking*)

- P : *Assalamu'alaikum*. Selamat pagi, Pak.
- GBI : *Wa'alaikumsalam*. Pagi, Mbak.
- P : Mohon maaf sebelumnya ya, Pak, saya mengganggu waktu Bapak.
- GBI : Oh itu, *ndak* apa-apa kok. *Gimana*, Mbak? *Eh* sebentar, saya ingat kamu, Mbak. Yang pernah KKN disini *tho*? Bukan tahun yang kemarin ya? kemarinnya lagi.
- P : Iya, Pak.
- GBI : Saya ingat, saya ingat tapi lupa namanya... mau penelitian *tho*, mbak?
- P : Saya Ditta, iya... Pak.
- GBI : Oh, Ditta. Iya-iya... Ditta. Ada apa, Mbak?
- P : Begini, Pak. Saya ingin bertanya mengenai kegiatan belajar mengajar bahasa Inggris dan kesulitan siswa dalam belajar. **Kesulitan atau kendala apa saja yang biasa Bapak temui dalam mengajar bahasa Inggris di kelas, terutama *speaking*?**
- GBI : *Speaking* ya... **kalau *speaking*, anak-anak itu *agak* susah kalau disuruh *ngomong* bahasa Inggris, Mbak. Kadang tidak paham artinya, cara mengucapkannya juga masih ada beberapa yang *agak* kurang.**
- P : Begitu, ya Pak. Lalu kalau dari keempat aspek seperti *pronunciation*, *vocabulary*, *fluency*, dan *accuracy*, aspek mana ya Pak yang dirasa masih *agak* kurang?
- GBI : Oh, Mbak mau menilai empat aspek itu ya? Kalau saya karena kelas yang dipegang banyak, jadi secara umum saja menilainya. Tapi ya itu, Mbak, seperti tadi, anak-anak masih susah kalau disuruh *speaking*. Mungkin kurang percaya diri atau karena kurang paham kosa-kata dan pengucapannya.
- P : Biasanya dikelas **kegiatan apa saja yang dilakukan ketika belajar *speaking*?**
- GBI : **Biasanya pakai lagu, menyanyi kemudian mengartikan beberapa kata dalam lirik lagunya.**
- P : **Kalau untuk bermain peran, apakah pernah dilakukan di dalam kelas, Pak?**
- GBI : **Biasanya, membaca dialog dari buku.**
- P : Menurut Bapak, ***teaching technique* apa yang cocok** dipakai di kelas dalam kegiatan belajar *speaking*?
- GBI : Sebenarnya akan lebih bagus kalau **praktek langsung**, di depan kelas atau di bangku masing-masing. Tapi kalau saya karena **waktunya *ndak* cukup**, jadi *ndak* bisa semua dilakukan.
- P : Kalau kemampuan siswa dalam *speaking skill* bagaimana?

- GBI : Kalau untuk secara umum masih banyak yang perlu dilatih. Tapi kalau untuk kelas VIII A ini, untuk aspek seperti *grammar* sudah lumayan bagus dan beberapa yang perlu belajar lagi. Hanya **mereka butuh kegiatan lagi dan latihan lagi supaya lebih *confident***, Mbak.
- P : Media yang biasa dipakai di kelas apa saja, *Pak*?
- GBI : Biasanya kalau song, pakai audio gitu, *Mbak*. Lalu kadang-kadang ada video juga.
- P : Wah, menarik sekali ya, *Pak*. Terimakasih atas informasinya. Mohon maaf telah mengganggu waktu Bapak. Saya mohon pamit dulu ya, *Pak*?
- GBI : Iya, *Mbak*, sama-sama.
- P : *Assalamu'alaikum*.
- GBI : *Wa'alaikumsalam*.

Nomor : Interview 2
 Hari, Tanggal : Kamis, 10 April 2014
 Jam : 12.00 – 12.15 WIB
 Responden : P (Peneliti)
 S (Siswa)
 Topik : Interview sebelum pelaksanaan penelitian (kesulitan siswa)

-
- P : Halo, Karinez. *Ma'am* mau tanya-tanya sebentar tentang pelajaran bahasa Inggris. Boleh, kan?
- S : Iya, boleh kok, *Ma'am*.
- P : Kamu suka pelajaran bahasa Inggris?
- S : Suka *dong*.
- P : Kamu ingin lancar berbicara dalam bahasa Inggris tidak?
- S : Ingin. Ingin sekali.
- P : *Kenapa?*
- S : Ingin *aja* *ma'am*, bisa lancar *ngomong gitu* apalagi pakai bahasa Inggris.
- P : Oh ya, kan kalau bahasa Inggris *kan* ada *reading, writing, listening, dan speaking* ya? **Paling sering dikelas belajar yang mana?**
- S : ***Reading.***
- P : Biasanya **kegiatannya** apa saja?
- S : ***Ya... kayak baca tulisan trus kosa katanya diartiin gitu. Palingan sama ngerjain soal sih.***
- P : Lalu, **yang paling jarang diajarkan dikelas** itu apa?
- S : Hmm... ***speaking.***
- P : Tapi pernah *kan*?
- S : ***Pernah sih, kayak baca dialog dengan keras gitu.***
- P : Baca dialog ya... hmm...
- S : Oh ya, *kan* baca itu *reading* ya, *Ma'am*? *Hehehehe* (P dan S tertawa)
- P : Media yang biasa dipakai dikelas apa *sih*?
- S : Ya video-video *gitu, trus sama lagu.*
- P : Kalau dikelas, **pernah praktek langsung berbicara di depan** belum?
- S : ***Belum...***
- P : **Aktifitas speaking yang paling kamu sukai** apa *sih*?
- S : ***Aku sukanya dialog Ma'am. Kayak percakapan gitu, jadi langsung praktek pakai bahasa Inggris.***
- P : Oh begitu ya. Baik, Ines. *Thank you* ya sayang. Selamat istirahat.
- S : *You are welcome, Ma'am.*

Nomor : Interview 3
 Hari, Tanggal : Kamis, 10 April 2014
 Jam : 12.20 – 12.25 WIB
 Responden : P (Peneliti)
 S (Siswa)
 Topik : Interview sebelum pelaksanaan penelitian (kesulitan siswa)

-
- P : Halo, Fa'is. Maaf ya mengganggu jam istirahat kamu.
 S : Iya, *gak apa-apa kok*.
 P : *Ma'am* mau tanya tentang pelajaran bahasa Inggris. Boleh ya?
 S : Iya. (mengangguk)
 P : Fa'is suka sama pelajaran bahasa Inggris?
 S : Ya suka, tapi *kan* itu... ya kurang bisa bahasa Inggris.
 P : **Kurang bisa bagian mananya?**
 S : **Kurang bisa kalau arti-artinya *tuh* apa.**
 P : Oh... kosa kata ya?
 S : **Iya, kosa kata. *Kan* kalau *dikasih* bacaan *trus* dikerjakan soal-soalnya, itu *gak tau* artinya apa, *kan* jadi *gak bisa tho*? Jadinya susah.**
 P : Begitu ya? Kalau *gak tau* artinya, memangnya tidak membuka kamus?
 S : *Enggak*.
 P : *Loh, kenapa?*
 S : *Lah nganu... anu gak punya kok*.
 P : Lalu tidak tanya temannya?
 S : **Tanya tapi ya temannya juga *ndak* tahu. Paling cuma satu atau dua kata *trus* yang lainnya *gak tau* lagi**
 P : Biasanya kalau dikelas paling sering belajar apa? *Reading, writing, listening*, atau *speaking*?
 S : Belajar soal. Mengerjakan soal *gitu*.
 P : Kamu suka?
 S : *Enggak... hehehehe...* (malu-malu)
 P : Menurutmu, latihan *speaking* susah tidak?
 S : **Susah kalau artinya *ndak* paham, lalu bingung cara mengucapkan kata-katanya.**
 P : Kalau praktek *speaking* pernah tidak?
 S : **Belum pernah. *ndak* bisa, *Ma'am*. Belum bisa jadi takut salah.**
 P : Oh begitu ya. Ya sudah, silakan ke kantin. Terimakasih ya atas waktunya.
 S : Iya. Sama-sama.

Nomor : Interview 4
 Hari, Tanggal : Jumat, 2 Mei 2014
 Jam : 09.30 – 09.40 WIB
 Responden : P (Peneliti)
 S (Siswa)
 Topik : Interview setelah pelaksanaan penelitian

-
- P : Hai, Anisa! Boleh tanya-tanya sebentar?
- S : Boleh. Tanya-tanya apa, *Ma'am*?
- P : Tentang pelajaran kemarin *kok*. Menurutmu, belajar bahasa Inggris kemarin sama saya bagaimana?
- S : Seru! *Happy* soalnya tampil-tampil *gitu*, *Ma'am*.
- P : **Suka tidak kalau tampil ke depan kelas?**
- S : **Suka tapi grogi.** *Hehehehe* deg-degan *soalnya*.
- P : **Lho *kok* grogi? Kan sudah ada persiapan sebelumnya, majunya juga sama temannya *kan*?**
- S : Iya *sih*, tapi *kan* ***gak* pernah kayak gitu sebelumnya**. Jadi *tetep* grogi *kalo* aku.
- P : Wah masih grogi ya, padahal kemarin penampilanmu bagus *banget lho*, Nis.
- S : Iya, tapi pas terakhir maju itu yang kemarin *udah gak* apa-apa. Groginya sudah *agak* berkurang, *Ma'am*. Jadi lebih berani *buat ngomong* bahasa Inggris.
- P : Syukurlah, *hehehe... oh ya*, **kamu masih ada kesulitan *gak sih* ketika mau *role-play*?**
- S : **Sebenarnya awal-awal ada, misalnya kayak pengucapan dan arti kata-katanya.**
- P : Lalu kamu suka buka kamus tidak?
- S : Kalau untuk cara pengucapan *kan* diawal ada latihan dulu dan bisa tanya- tanya juga sama *Ma'am* *trus* kalau arti kata *gak tau* kata *Ma'am* boleh buka kamus *hehehe...*
- P : ***Over all*, kamu senang tidak dengan kegiatan bermain peran seperti kemarin?**
- S : **Sangat senang!** Pas *banget* besok-besok kita mau ada drama *lho*, *Ma'am*.
- P : Wah, pasti seru ya. Semoga membantu ya, *dear*. Terimakasih banyak atas waktunya.
- S : Iya, sama-sama.

Nomor : Interview 5
 Hari, Tanggal : Jumat, 2 Mei 2014
 Jam : 09.40 – 09.50 WIB
 Responden : P (Peneliti)
 S (Siswa)
 Topik : Interview setelah pelaksanaan penelitian

-
- P : Hai, Wira. Darimana?
- S : Dari mushola. Ada apa, *Ma'am*?
- P : Kita ngobrol-ngobrol sebentar yuk.
- S : Siap...
- P : **Selama beberapa *meeting* kemarin *kan* pelajaran bahasa Inggrisnya sama saya, menurut kamu bagaimana?** Menarik tidak?
- S : **Menarik, seru juga.**
- P : **Cara menjelaskan materinya bagaimana? Sudah cukup jelas?**
- S : **Jelas kok, *kan* suaranya keras** jadi *gak* ada yang ribut sendiri-sendiri *hehehe*...
- P : Biasanya **kegiatan speaking yang sering dilakukan di kelas** apa sih?
- S : **Berbicara di depan kelas** pernah, trus **membuat dialog** juga.
- P : Setelah membuat dialog, **sering tampil tidak?**
- S : **Kadang tampil, tapi *ndak* semua siswa tampil.** Kadang hanya beberapa saja.
- P : Oh, jadi tidak semua ya. Kalau kemarin ketika kita ada *role-play* bagaimana menurutmu?
- S : Seru, *soalnya kan* semua siswa tampil, *gak* ada yang *gak* tampil. Jadi semuanya *kebagian* dan dapat kesempatan maju. Jadi seru, *Ma'am*.
- P : Lalu, pendapatmu tentang **topik yang kemarin kita pelajari bagaimana?**
- S : **Mudah dipahami** trus juga topiknya berdasarkan yang di sekitar kita. Jadi kalau mau dipraktikan lebih sesuai, *hehehe*...
- P : Oh ya, biasanya kalau pelajaran di kelas suka ribut *gak*?
- S : Beberapa suka, tapi kalau tidak diperhatikan guru baru *deh* ribut.
- P : Menurutmu, selama kemarin belajar sama saya, masih suka ribut?
- S : *Nggak sih, soalnya* suka *dateng* ke bangku-bangku kita jadi lebih *ngerasa* diperhatikan sama guru.
- P : Syukurlah kalau begitu. Oh ya, terimakasih ya, Wira atas waktunya. Silakan kalau mau jajan.
- S : Sama-sama, sudah *kok* ini, *kan* sudah *dikasih* jajanan *hehehe*...

Nomor : Interview 6
 Hari, Tanggal : Jumat, 9 Mei 2014
 Jam : 09.30 – 09.45 WIB
 Responden : P (Peneliti)
 GBI (Guru Bahasa Inggris)
 Topik : Interview setelah pelaksanaan penelitian

P : *Assalamu 'alaikum*. Selamat pagi, Pak.

GBI : *Wa 'alaikumsalam*. Pagi, Mbak.

P : Mohon maaf sebelumnya ya, *Pak*, saya mengganggu waktu Bapak lagi.

GBI : Oh, *ndak* apa-apa, *Mbak*. Bagaimana *post-test*nya?

P : *Alhamdulillah*, lancar, *Pak*. Mohon maaf sebelumnya, boleh saya minta waktunya sebentar untuk bertanya pendapat Bapak tentang penelitian kemarin.

GBI : Boleh, *Mbak*.

P : Begini, *Pak*. **Bagaimana pendapat Bapak tentang kegiatan belajar mengajar bahasa Inggris** kemarin selama penelitian berlangsung?

GBI : Menggunakan teknik *role-play* ya?

P : *Nggih*, *Pak*.

GBI : **Menarik ya, anak-anak memiliki kesempatan untuk *speaking* dan beberapa yang masih malu-malu sudah cukup terbantu dengan *role-play* kemarin itu. *I think it was really helpful* ya, *Mbak*.**

P : Wah, begitu ya, *Pak*. Lalu untuk **cara mengajar saya sendiri bagaimana, *Pak*?**

GBI : Sudah cukup bagus *kok*, **suaranya sangat jelas sampai ke belakang** jadi siswa yang biasanya ribut itu deretan Bagas dan Aji jadi bisa *pay attention* ke *teachernya*.

P : Biasanya *agak* ribut ya, *Pak*?

GBI : *Sometimes* ribut sendiri atau tidak memperhatikan tapi untuk kelas VIII A ini memang lebih mudah diarahkan ya *Mbak* ya...

P : Iya, *Pak*. Sangat baik sekali siswa-siswanya, *hehehe*... untuk **kesulitan siswa sendiri bagaimna menurut Bapak?**

GBI : Kalau kesulitan itu biasanya karena **mereka malu untuk tampil ke depan kelas walaupun ada temannya jadi kurang *all out* mereka karena grogi.**

P : Oh begitu ya, *Pak*. *Kan* kemarin sudah menerapkan *role-play* ya, *Pak*, menurut Bapak **bagaimana penampilan siswa?**

GBI : **Lebih baik** ya, untuk yang terakhir kemarin itu, **sudah tidak terlalu grogi** ya kelihatannya, *Mbak*. Lebih ***fun* dan *confident*** lagi siswanya.

P : Ada peningkatan ya, *Pak* dalam hal berbicara?

GBI : Ada, *and it's good* ya, *Mbak*, sangat *fun* sekali.

P : Wah, menarik sekali ya, *Pak*. Oh ya, *Pak*, mohon maaf telah mengganggu waktu Bapak. Terimakasih banyak atas waktunya. Saya mohon pamit dulu ya, *Pak*?

GBI : Iya, *Mbak*, sama-sama.

P : *Assalamu 'alaikum*.

GBI : *Wa 'alaikumsalam*.

PRE-TEST

- In pairs, perform the role-play in front of the class.

The situational context is about a customer and a shopkeeper at a grocery store.



Customer : You go to the grocery store to buy a kilogram of apple, a kilogram of flour, a loaf of bread, strawberry jam, and some packages of noodle. This is your first time to do this by yourself. At the grocery store, you need some helps from the shopkeeper about the price and the location of several things.

Shopkeeper : You are a shopkeeper of a grocery store. You have been working here for 2 years. You know exactly the location of everything sold here. You should give correct information and help the customer politely to make he or she feels comfortable to shop in this store.

POST-TEST

- In pairs, perform the dialogue in front of the class.

The situational context is about a customer and a shopkeeper at a gift shop.



Customer : You have a long holiday and before going back home, you want to buy gifts for your family. You go to the gift shop and buy something there. You think the price is too expensive so you must bargain it. You also ask the shopkeeper to serve you well and help you to choose the color, design or size that you need.

Shopkeeper : You are the shopkeeper at a gift shop. You serve your customer and help him politely. You must respond your customer's words. You may refuse or obey you customer's price bargaining.

PRE-TEST

Inter-rater Reliability of the Students' Scores

No	Name	Pre-test														Total Score	Value	
		I&P		Mean	F		Mean	A		Mean	V		Mean	Total				
		R	C		R	C		R	C		R	C		R	C			
1	Aji Apri Setiawan	1	1	1	1	1	1	2	2	2	2	2	2	6	6	12	37.5	
2	Alfian Bagastama	1	1	1	1	1	1	2	2	2	2	2	2	6	6	12	37.5	
3	Alif Tataq Priambodo	2	2	2	1	2	1.5	2	2	2	2	2	2	7	8	15	46.9	
4	Anisa Nur Kholifah	3	3	3	2	3	2.5	3	3	3	2	3	2.5	10	12	22	68.8	
5	Annisa Janatri K.	3	3	3	2	2	2	2	3	2.5	3	3	3	10	11	21	65.6	
6	Arif Cahyo Nugroho	2	2	2	1	2	1.5	2	2	2	2	2	2	7	8	15	46.9	
7	Avonzora Bintang P.	3	3	3	3	3	3	3	3	3	3	3	3	12	12	24	75.0	
8	Ayu Nurwindasari	2	2	2	1	2	1.5	2	2	2	1	2	1.5	6	8	14	43.8	
9	Bagus Dwi Wardana	2	2	2	1	2	1.5	1	2	1.5	2	2	2	6	8	14	43.8	
10	Berlian Nur Apriliani	2	2	2	2	1	1.5	2	2	2	2	2	2	8	7	15	46.9	
11	Dewi Kaneswara W.	3	2	2.5	2	1	1.5	2	2	2	2	2	2	9	7	16	50.0	
12	Elsa Luciana	2	2	2	2	1	1.5	2	2	2	2	2	2	8	7	15	46.9	
13	Fa'is Irsad Kuncoro	2	2	2	1	2	1.5	1	2	1.5	2	2	2	6	8	14	43.8	
14	Fajar Nur Ramadhan	2	2	2	2	2	2	2	1	1.5	2	2	2	8	7	15	46.9	
15	Hanif Afu Lathif	2	2	2	2	1	1.5	1	2	1.5	2	3	2.5	7	8	15	46.9	
16	Karinez Leony Inaya	3	3	3	2	2	2	3	3	3	2	3	2.5	10	11	21	65.6	
17	Miftahuddin Khoirul	2	2	2	2	2	2	1	2	1.5	2	2	2	7	8	15	46.9	
18	Muhammad Tito A.	2	2	2	3	2	2.5	2	2	2	3	2	2.5	10	8	18	56.3	
19	Novendra Nur R.	2	2	2	2	2	2	2	2	2	2	2	2	8	8	16	50.0	
20	Pradana Adin Nugraha	2	2	2	2	1	1.5	2	2	2	2	2	2	8	7	15	46.9	
21	Rian setiawan	2	2	2	1	1	1	1	2	1.5	2	2	2	6	7	13	40.6	
22	Rima Maharani	2	3	2.5	2	2	2	2	3	2.5	3	2	2.5	9	10	19	59.4	
23	Rindiani Lola Padma	2	2	2	2	2	2	2	3	2.5	2	2	2	8	9	17	53.1	
24	Yuni Iswanti	2	3	2.5	2	2	2	2	2	2	2	2	2	8	9	17	53.1	
	Highest Score			24														
	Lowest Score			12														
	Pearson's Coefficient Correlation (<i>r</i>)			0.739														

Rater:

R: Researcher

C: Collaborator

Aspects:

I&P: Intonation & Pronunciation

F: Fluency

A: Accuracy

V: Vocabulary

POST-TEST

Inter-rater Reliability of the Students' Scores

No	Name	Post-test														Total Score	Value	
		I&P		Mean	F		Mean	A		Mean	V		Mean	Total				
		R	C		R	C		R	C		R	C		R	C			
1	Aji Apri Setiawan	2	2	2	3	3	3	2	2	2	3	3	3	10	10	20	62.5	
2	Alfian Bagastama	2	2	2	3	3	3	2	2	2	3	3	3	10	10	20	62.5	
3	Alif Tataq Priambodo	2	2	2	3	3	3	3	2	2.5	3	3	3	11	10	21	65.6	
4	Anisa Nur Kholifah	4	4	4	4	3	3.5	4	3	3.5	4	4	4	16	14	30	93.8	
5	Annisa Janatri K.	3	4	3.5	4	3	3.5	4	3	3.5	4	4	4	15	14	29	90.6	
6	Arif Cahyo Nugroho	3	3	3	3	3	3	3	3	3	3	3	3	12	12	24	75.0	
7	Avonzora Bintang P.	4	4	4	3	3	3	4	3	3.5	4	4	4	15	14	29	90.6	
8	Ayu Nurwindasari	2	2	2	3	3	3	3	3	3	3	3	3	11	11	22	68.8	
9	Bagus Dwi Wardana	3	3	3	3	3	3	3	4	3.5	3	3	3	12	13	25	78.1	
10	Berlian Nur Apriliani	4	4	4	4	3	3.5	3	3	3	3	3	3	14	13	27	84.4	
11	Dewi Kaneswara W.	3	3	3	4	4	4	3	3	3	3	4	3.5	13	14	27	84.4	
12	Elsa Luciana	3	3	3	4	3	3.5	4	3	3.5	3	3	3	14	12	26	81.3	
13	Fa'is Irsad Kuncoro	3	4	3.5	3	4	3.5	3	3	3	3	2	2.5	12	13	25	78.1	
14	Fajar Nur Ramadhan	3	3	3	3	3	3	3	3	3	3	3	3	12	12	24	75.0	
15	Hanif Afu Lathif	3	3	3	3	3	3	3	3	3	3	3	3	12	12	24	75.0	
16	Karinez Leony Inaya	4	3	3.5	4	3	3.5	4	4	4	3	3	3	15	13	28	87.5	
17	Miftahuddin Khoirul	3	3	3	3	3	3	3	3	3	3	3	3	12	12	24	75.0	
18	Muhammad Tito A.	2	2	2	3	3	3	4	3	3.5	4	4	4	13	12	25	78.1	
19	Novendra Nur R.	3	4	3.5	4	3	3.5	4	3	3.5	3	3	3	14	13	27	84.4	
20	Pradana Adin Nugraha	3	3	3	3	3	3	3	4	3.5	3	3	3	12	13	25	78.1	
21	Rian setiawan	3	3	3	3	3	3	2	2	2	3	3	3	11	11	22	68.8	
22	Rima Maharani	4	3	3.5	4	3	3.5	3	3	3	4	4	4	15	13	28	87.5	
23	Rindiani Lola Padma	3	4	3.5	4	3	3.5	3	2	2.5	3	3	3	13	12	25	78.1	
24	Yuni Iswanti	3	4	3.5	4	3	3.5	3	3	3	4	3	3.5	14	13	27	84.4	
	Highest Score			29														
	Lowest Score			20														
	Pearson's Coefficient Correlation (<i>r</i>)			0.819														

Rater:

R: Researcher

C: Collaborator

Aspects:

I&P: Intonation & Pronunciation

F: Fluency

A: Accuracy

V: Vocabulary

THE STUDENTS' SPEAKING SCORES

Students	Pre-test		Post-test	
	1-32 Scale	Value	1-32 Scale	Value
Student 1	12	37.5	20	62.5
Student 2	12	37.5	20	62.5
Student 3	15	46.9	21	65.6
Student 4	22	68.8	30	93.8
Student 5	21	65.6	29	90.6
Student 6	15	46.9	24	75
Student 7	24	75	29	90.6
Student 8	14	43.8	22	68.8
Student 9	14	43.8	25	78.1
Student 10	15	46.9	27	84.4
Student 11	16	50	27	84.4
Student 12	15	46.9	26	81.3
Student 13	14	43.8	25	78.1
Student 14	15	46.9	24	75
Student 15	15	46.9	24	75
Student 16	21	65.6	28	87.5
Student 17	15	46.9	24	75
Student 18	18	56.3	25	78.1
Student 19	16	50	27	84.4
Student 20	15	46.9	25	78.1
Student 21	13	40.6	22	68.8
Student 22	19	59.4	28	87.5
Student 23	17	53.1	25	78.1
Student 24	17	53.1	27	84.4
Highest Score	24	68.8	29	90.6
Lowest Score	12	37.5	20	62.5
Mean	16.25	50.80	25.17	78.65
Median	15	46.9	25	78.1
Mode	15	46.9	25	78.1
Pearson's Coefficient Correlation (<i>r</i>)	0.739		0.819	

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	16.2500	24	3.12424	.63773
	VAR00002	25.1667	24	2.79233	.56998

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	VAR00001 - VAR00002	-8.91667	1.74248	.35568	-9.65245	-8.18088	-25.069	23	.000

ATTENDANCE LIST

No	Name	Pre-Test Apr 11 th 2014	Cycle I Apr 17 th 2014	Cycle I Apr 24 th 2014	Cycle II Apr 25 th 2014	Cycle II May 2 nd 2014	Post-Test May 8 th 2014
1	Aji Apri Setiawan	✓	✓	✓	✓	✓	✓
2	Alfian Bagastama	✓	✓	✓	S	✓	✓
3	Alif Tataq Priambodo	✓	✓	✓	✓	✓	✓
4	Anisa Nur Kholifah	✓	✓	✓	✓	✓	✓
5	Annisa Janatri K.	✓	✓	✓	✓	✓	✓
6	Arif Cahyo Nugroho	✓	✓	✓	✓	✓	✓
7	Avonzora Bintang P.	✓	✓	✓	✓	✓	✓
8	Ayu Nurwindasari	✓	✓	✓	✓	✓	✓
9	Bagus Dwi Wardana	✓	✓	✓	✓	✓	✓
10	Berlian Nur Apriliani	✓	✓	✓	✓	✓	✓
11	Dewi Kaneswara W.	✓	✓	✓	✓	✓	✓
12	Elsa Luciana	✓	✓	✓	✓	✓	✓
13	Fa'is Irsad Kuncoro	✓	✓	✓	✓	✓	✓
14	Fajar Nur Ramadhan	✓	✓	✓	✓	✓	✓
15	Hanif Afu Lathif	✓	✓	✓	✓	✓	✓
16	Karinez Leony Inaya	✓	✓	✓	✓	✓	✓
17	Miftahuddin Khoirul	✓	✓	✓	✓	✓	✓
18	Muhammad Tito A.	✓	✓	✓	✓	✓	✓
19	Novendra Nur R.	✓	✓	✓	✓	✓	✓
20	Pradana Adin Nugraha	✓	✓	✓	✓	✓	✓
21	Rian setiawan	✓	✓	✓	✓	✓	✓
22	Rima Maharani	✓	✓	✓	✓	✓	✓
23	Rindiani Lola Padma	✓	✓	✓	✓	✓	✓
24	Yuni Iswanti	✓	✓	✓	✓	✓	✓

Keterangan:

✓ : Hadir

S : Sakit

I : Ijin

A : Alpa

PHOTOGRAPHS



A student reads the script in the pre-test.



A student reads the script in the pre-test.



The researcher assesses the students' speaking pre-test and the others pay attention to the performers.



The students are shown a situational picture.



The students pay attention to the materials that are explained by the researcher.



The students work in pairs and the researcher observes the class.



The students read Qur'an before starting the lesson. A student accesses a dictionary during the lesson.



The students and the researcher discuss the materials. The students practice their dialogue.



In the post-test, the students perform in front of the class without reading their scripts.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 491b/UN.34.12/DT/IV/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

16 April 2014

Kepada Yth.
Bupati Sleman
c.q. Kepala Kantor Kesatuan Bangsa Kab.
Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

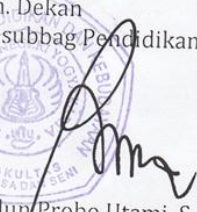
THE APPLICATION OF A ROLE PLAY TECHNIQUE TO IMPROVE THE SPEAKING ABILITY OF CLASS VIII A STUDENTS OF SMP NEGERI I PAKEM IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : DITTA MUSTIKA RAKHMAWATI
NIM : 09202241030
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Juni 2014
Lokasi Penelitian : SMP Negeri I Pakem

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMP Negeri I Pakem



BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 1476 / 2014

TENTANG PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
Dan Izin Praktik Kerja Lapangan.
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
Nomor : 070/Kesbang/1428/2014
Hal : Rekomendasi Penelitian

Tanggal : 21 April 2014

MENGIZINKAN :

Kepada :
Nama : DITTA MUSTIKA RAKHMAWATI
No.Mhs/NIM/NIP/NIK : 09202241030
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta
Alamat Rumah : Jl. Golf Ciriung Cibinong Bogor
No. Telp / HP : 085799026036
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**THE APPLICATION OF A ROLE PLAY TECHNIQUE TO IMPROVE THE
SPEAKING ABILITY OF CLASS VIII STUDENTS OF SMP NEGERI 1 PAKEM
IN THE ACADEMIC YEAR OF 2013/2014**
Lokasi : SMP Negeri 1 Pakem, Sleman
Waktu : Selama 3 bulan mulai tanggal: 21 April 2014 s/d 21 Juli 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Pakem
5. Ka. SMP Negeri 1 Pakem, Sleman
6. Dekan FBS - UNY
7. Yang Bersangkutan

Dikeluarkan di Sleman

Pada Tanggal : 21 April 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi



Dra. SUCI IRANI SINURAYA, M.Si, MM
Pembina, IV/a

NIP 19630112 198903 2 003



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMP NEGERI 1 PAKEM
Pakembinangun, Pakem, Sleman, Prop. DIY, Telp. 895518

SURAT KETERANGAN

Nomor : 423 / 115

Yang bertanda tangan di bawah ini :

Nama : Wakijo, S.Pd
NIP : 19561010198710 1 003
Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : DITTA MUSTIKA RAKHMAWATI
Jenis Kelamin : Perempuan
NIM : 09202241030
Fakultas : Universitas Negeri Yogyakarta
Program/Tingkat : S1
Waktu : mulai tanggal : 21 April s/d 09 Mei 2014

Adalah benar-benar telah mengadakan penelitian/Pra Survey/ Uji Validitas/PKL di SMP Negeri I dengan judul :

**THE APPLICATION OF A ROLE PLAY TECHNIQUE TO IMPROVE THE
SPEAKING ABILITY OF CLASS VIII STUDENTS OF SMP NEGERI 1 PAKEM IN
THE ACADEMIC YEAR OF 2013 / 2014**

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Pakem, 09 Mei 2014

Kepala Sekolah



Wakijo, S.Pd
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